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ABSTRACT

The unique feature of this survey lies in its ability to define the type of user and the percent of library use based on the potential number of users in the service area. This survey classifies users by their educational level and compares the number of these users having a particular kind of education with the number in the community as a whole having the same type of education. Information sclicited was deliberately planned to intertwine with other publicly gathered irformation dealing with New York State's total population to give the proportion of population groups using the library. The user survey information is related to other available information so that broad trends and problem areas in library service could be highlighted. (MF)

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THE USER QUESTIONNAIRE IN A DESCRIPTIVE ANALYSIS OF SELECTED PUBLIC LIBRARIES IN NEW YORK STATE

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Evaluation
October 1967

FOREWORD

When the evaluation of public library systems in New York State was undertaken in 1963-66, a great quantity of data was amassed which formed the basis for a major report, *Emerging Library Systems.*[1] In order to evaluate the library systems as thoroughly as possible, new approaches were used to obtain data not previously available. Gathering more detailed information about library users was one phase of the study in which innovative techniques were used.

Previous surveys enumerated the users, categorized them by sex, age, and interests, and ascertained other useful characteristics. The present survey was unique in that it yielded the usual interesting facts but, in addition, also classified users by their educational level and compared the number of these users having a particular kind of education with the number in the community as a whole having that kind of education. In other words, information solicited was deliberately planned to intertwine with other publicly gathered information dealing with the State's total population to give the proportion of population groups using the library.

Charles M. Armstrong, associate statistician, planned the work and supervised the analysis of the data. Edith E. Estabrooks, senior library supervisor, assisted in the construction of the questionnaire, and much of the initial work of organizing the surveys and relating the data to the U.S. Census was done by Gregory Benson. Elizabeth Baker prepared the staff paper, including the tables. This work resulted in a brief chapter in the major document summarizing the findings but did not explain the method in any detail. When the process was reviewed by the Evaluation's Advisory Committee, it was felt that librarians, trustees, and others connected with library operations would profit from a detailed description of the techniques involved as well as the findings.

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[1]The University of the State of New York. The State Education Department, Division of Evaluation. *Emerging Library Systems: The 1963-66 Evaluation of the New York State Public Library Systems*. Albany, New York. February 1967.

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STAFF PAPER ON THE FINDINGS OF THE USER SURVEY ADMINISTERED IN CONNECTION WITH THE EVALUATION OF PUBLIC LIBRARY SYSTEMS IN NEW YORK STATE

The recently completed evaluation of public library systems in New York State required an understanding of the uses and users of library service. No satisfactory measures were then available. Early in the planning stage of the study an attitude poll of a large sample of the public was considered, but the expense seemed prohibitive. Later it was realized that the critical facts could be obtained by the less expensive, and more commonly used, user survey if it were designed to yield estimates of the proportion of total population using the library. The outcome was the type of survey reported here.

The resultant findings were of such value to the study and stimulated so many new ideas that the Advisory Committee on the evaluation felt this substudy should be fully reported both as to findings and methodology.

The systems evaluation, *Emerging Library Systems*,[2] points out the need for user surveys of the type under discussion here. The ideal way, of course, to evaluate a library program would be to measure all the different kinds of uses people are making of libraries, and then compare these measurements against other libraries, other periods of time, and against some reasonable standards of expectation. The unhappy truth is that this cannot be done because the necessary records of use simply do not exist. There are not even common units of measurement which can be applied to library use. Only a very few libraries in the State know how many people use their facilities, who these users are, what percent of the communities they represent, what uses they make of the libraries, or how much it costs per use. It is obviously not possible to compare a given library's performance against another time or situation.

Emerging Library Systems enters a strong plea for better measurement units. The findings from the survey of 39 libraries in New York State suggest the potential administrative value of user surveys as measures of library effectiveness. The report notes this, recommends they be conducted at least once in 5 years in each library, and points out that they will be of maximum value when taken in a large number of libraries. A uniform procedure should be used so that standards of expectation can be established. Although no two situations are exactly alike, the use patterns may give valuable clues, when related to other pertinent data about a library, as to what makes a library draw a large number of users.

A crucial measure of successful service rendered by a public institution is the proportion of the potential users served. In the past, such information has not been available to librarians. Counts have been made of the number of books circulated and the number of people who have used the library, but the information has not been placed in the perspective of total service potential or defined by the types of persons who may be served. The measurement of intensity within the potential patron groups gives a basis for the refinement and extension of service to meet the different demands of the various kinds of potential users.

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[2] *Ibid.*

A user survey related to census data points out areas where service can be improved. It indicates the characteristics of that portion of the population which does not at present turn to the library as a source of information or pleasure. Not only can present use patterns be clearly analyzed, but as the composition of the population changes, projections of future use patterns and service needs can also be made. (See section on "Forecasting Future Library Use.")

As a measure of library efficiency, a user survey can give information on: the types of individuals who use the library as defined by age and educational attainment; the use inside and outside the service area in proportion to the population; the amount and kinds of use made of the library and patron satisfaction with the service the library renders. Although such a survey is expensive to administer, the contribution it can make justifies the expenditure since it pinpoints strengths and weaknesses in present operational methods and predicts future needs.

The evaluation of public library systems in New York State concerned the various kinds of service and methods of operation within the public library network. Evaluation of library use and patron satisfaction were an important part of the total picture. Answers were needed to such questions as: Who are the library users? Does the person who never graduated from high school as well as the college graduate use the library? How far will people travel to use a good library frequently? What use do they make of the many facilities offered? Are they satisfied with the services available?

Answers to questions such as these would have profound implications for regional and statewide programs, the search for needed support, policy making, and managerial and administrative functions. The answers could pose new questions. What challenges do users offer to librarians throughout the State? Can the existence of a small local library operating on a minimal budget and a very expensive operation in a large city library with excellent research facilities be equally useful to each community and be equally representative of library service in the State? Obviously the answers to many of these questions must come from the library users themselves. A user survey was administered in a representative sample of 39 libraries in rural communities, towns and cities, suburban and submetropolitan areas.

The user survey information was related to other available information so that some broad trends and problem areas in library service could be highlighted. The following section presents such broad findings and conclusions. A more detailed analysis of the user questionnaire follows in a later portion of this paper. Because the same type of information from a number of libraries was analyzed in the same manner, it is possible to make some generalizations about library service in New York State.

OVERVIEW

From the user's point of view, has library service improved overall since the State's libraries were coordinated through a system organization? The majority of patrons seem to think so. An average of 60 percent of those interviewed in central

libraries[3] felt that books and staff service were better and more convenient. The average for libraries other than centrals was 62 percent. Several of the smaller libraries rated much higher since improvement through system help is more readily seen in small intimate communities. While 60 percent is not an overwhelming figure, it does show that a large portion of the library public is aware of an improvement in library service.

The library user is most likely to be a high school or college student, an adult who has had some college education, or a housewife who may or may not have a college background but who enjoys reading current literature and perhaps doing occasional library research. Since the user of the adult collection in the library was defined both by level of educational attainment[4] and by occupation, library use was analyzed from two viewpoints.

In terms of occupation, the heaviest use of reference materials and materials in specialized fields comes from the professional and the student groups. Such use, of course, is heaviest in the stronger libraries, but the pattern is maintained throughout the sample. In the central libraries surveyed, student use (high school and college combined) accounts for an average of 50.6 percent of total use of the adult collection; in no case is it less than 40 percent. In the noncentral libraries, student use averages 45.5 percent of total use. The percent is lower because some of the smaller libraries in the survey do not have any great amount of the materials students need and the collections are oriented more toward the general reader. The highest incidence of student use of an adult collection, however, was found in a relatively strong noncentral library in a small city. Above average incidence of noncentral library use by students occurs in areas where the library is not necessarily strong but offers the best free public library resources reasonably accessible in the area.

For the adult over 25 years of age, the survey showed that the highest intensity of use was by those who had at least some college training. The significance of this finding becomes clear when it is combined with the fact that in Upstate New York only 15.6 percent of those over 25 have attended college, according to an analysis of U.S. Census data made by the New York State Department of Commerce in 1963.[5] With the increase in college attendance the percent is steadily rising. The same report showed that 24.7 percent of the population completed high school but did not go on to college. The survey indicates that those who at least completed high school make up the bulk of the library users. Even discounting the probable increase in the level of educational attainment since 1960, library drawing power seems effective for less than half the adult population. If the real intent of library service is to serve all the people, then some further effort should be made to discover the kinds of materials which will attract patrons with less than a high school education.

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[3]"Central libraries" are those libraries which because of a larger collection and better reference facilities are designated as the main resource library within a system. "Noncentral libraries" make up the remainder of the libraries in a system area.

[4]Educational attainment level was defined as the completion of: 8 years of school or less; 1-3 years of high school; 4 years of high school; 1-3 years of college; and 4 or more years of college.

[5]Department of Commerce, State of New York. "Business Fact Book, 1963," Part 2. *Population and Housing*.

Some variations in use patterns can be attributed to the size of a library and the function it serves. Many noncentral libraries serve small communities. Primary use here is by the general reader and, where the collection is adequate, by students. The smaller central library has two functions. One is its role as central library supporting and backstopping the system; the other role is that of community library. Libraries with less than 100,000 volumes of nonfiction show a dual usefulness that would indicate a need for more of this intermediate type of library located conveniently for ease of access throughout the State. The high use rate for these libraries in proportion to the population served indicates that people will migrate to the best free library source in their area even if it is not unusually strong.

The larger central libraries show a trend toward heavier use from outside the local area, emphasizing the function of these libraries as research centers used most frequently by professionals and students. Much of the service to general readers in such cities is logically a function of branch libraries. The high cost of the large central library with branches appears justified by this research function as shown in the user survey as well as by its capabilities as a backstop for the system it serves.

METHODOLOGY USED IN ADMINISTRATION AND INTERPRETATION OF USER SURVEY

The unique feature of the survey under discussion lies in its ability to define the type of user and the percent of use based on the potential number of users in the service area. The following detailed explanation of the procedures used in administering questionnaires and analyzing data is tedious but essential to an understanding of the findings and conclusions.

In the analysis of the data, use was made of the population estimates for communities served as found in the U.S. Census for 1960. The percent of the total population of an area who visited the library during the week of the survey could be ascertained. If adjustment is made for differences in the actual number of users who would visit libraries of various sizes and also for differences in the proportion of the people in the community with defined educational levels, then use in all the libraries surveyed can be compared.

The initial step in the survey was the administration of a questionnaire in the participating libraries. For a period of one week, all visitors to the libraries involved, both adult and child, were asked to fill out a questionnaire and return it to the surveyor. While patrons were asked to fill out the form and return it before leaving the library, a visitor who asked to take the form home to fill out and mail back was permitted to do so, but, to keep loss from failure to return the questionnaire at a minimum, this procedure was not encouraged. All questionnaires were kept whether or not the library user had completed them, thus also permitting a count of the total number of visitors.

The questionnaires were of two types. A short form consisting of one page was filled out by all patrons. A longer form consisting of three additional pages of descriptive data was given to every 10th user. The long form given to children had two additional pages soliciting the same type of information as the adult form, but presented in a less complex form. For the purpose of the survey, children were considered to be those who primarily used the children's collection either by preference or library ruling.

The one-page short form gave information on sex, age, residence, level of educational attainment, student or nonstudent status (for adults), and purpose of the library visit. The levels of education for adults were classified as follows: 8 years of school or less; 1-3 years high school; high school graduates; 1-3 years college; 4 or more years college. Residence was classified as city, town, county outside town, and outside county.

The purpose of the above breakdown was to make it applicable for use with the U.S. Census breakdown. The population data in the census are given by political subdivisions, by educational level attained, and by age. The number of people over 25 living in a town, male or female, who have completed high school, for instance, can be found by the cross-reference method in which the census data are presented. Therefore it is possible, by tabulating the number of people represented by the questionnaires, to find what percent of the high school graduates living in the town visited the library in one week, thus giving a measure of intensity of use within a category.

The same type of information is available in the census by county division. By subtracting town population from county for a particular educational level, the percent of those residing in the county outside the town who visited the library in one week can be computed also. This type of data for all education levels has been computed and can be found in Tables I through IV.[6]

As will be noted by reference to these tables, the conversion of the raw data to percents of the population permits a grouping of libraries so that trends in use patterns become observable. It is quite evident in the tables referred to above, for instance, that as education level increases, library use increases as well.

Mention should be made of the fact that in some instances the area that a library was chartered to serve, i.e., a school district, was not coterminous with the political subdivisions as specified in the U.S. Census. In such cases, the assumption was made that the distribution of educational attainment would be the same in the school district area as that shown for the city or town area described in the U.S. Census that most nearly coincided with the school district. By distributing the school district population proportionally for the different educational levels as shown in the city population in the census, it was possible to compute a distribution of population by education level for the school district and for the rest of the county outside the school district. Once these estimates of educational level of the school district population were made, the rest of the calculations were carried out as though the census had provided the figures.

In two cases where small communities were served by branches and the aggregate of population was not defined as such by the U.S. Census, i.e., part of a township, the percent of population attaining the various educational levels were given in tables published by the New York State Department of Commerce.[7] The percents were

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[6]For a more detailed discussion of the methods used to integrate the census data and the survey data, see Appendix D.

[7]See footnote 5.

compiled from a special census tabulation done by the Commerce Department. By using these percent figures as a base, a population distribution by educational level was obtained. Branch use in small communities served by two of these libraries was estimated by using circulation figures for the branch as representing a proportion of the use in the main library.

The same procedure was used in the case of one large city library where two branches were surveyed. To arrive at an estimate of total branch use, the ratio of circulation in the two branches to total branch circulation was found, and total branch use was calculated from the ratio.

In cases where central libraries had only one branch and that branch was surveyed, both main library and branch use were combined to give a total picture. Care must be taken in comparing use of central libraries as reported in Tables I and III. Since many of the libraries did not have branch surveys, information regarding use of the main library only was available. Therefore, in looking at the total picture of central libraries as presented in the tables, main libraries as a group should be considered without the addition of the branch figures.

As mentioned above, one-tenth of the users received a longer form of the survey questionnaire. Additional information was obtained by this device; e.g., the user's profession or occupation, the distance he lived from the library, how often he visited the library, the library resources he used during the specific visit and how many books he borrowed, the number of books he read in a month, the purpose of the specific visit to the library, whether or not the library served these purposes, the use of other libraries and the reasons for such use, the use of nonlibrary reading material, and, finally, the user's opinion of the quality of many aspects of library service in the library visited. The last question was included in an attempt to ascertain whether the public felt that service had improved since the inception of library systems.

The data gathered in the 10 percent sample of all users in one week are discussed in more detail in a subsequent section, "The Long Form." In terms of methodology, however, the importance of the long form sample is that it is a descriptive analysis of the users themselves. The one-page "short form questionnaire" measured "intensity of use" by relating the volume of use by each type of library user (sex, age, educational attainment, place of residence) to the total population in similar categories in the library's charter area and its county outside the charter area. The information is shown on Tables I-IV. The rest of the tables in the report deal only with the library users. The percents of use in these tables are therefore a percent of the total library users rather than a percent of the community as a whole.

THE SHORT FORM QUESTIONNAIRE

The short form questionnaire administered to all users gave information that could be used in relation to the U.S. Census data as outlined above. The form also asked the patron of the adult library to indicate whether or not he was a student and the purpose of his visit. The children's short form, in addition to the data relating to the census, asked also for the grade level of the visitor and the purpose of his library visit.

When the information from the questionnaires was tabulated to conform with the census classifications, the two sets of information (the census and the user survey) were combined to find the percent of the population in a given area which visited the library during the week of the survey.

The percentages obtained are presented in Tables I-IV, and are arranged to show, by level of educational attainment, the percent of persons living in the library service area who visited the library during the survey. For example, Table I shows, for library C'_1, that 4.46 percent of the females over 25 years of age who are high school graduates but did not attend college and live in the immediate political subdivision served by the library visited the library during the week surveyed. Table III gives the same information for those who live in the rest of the county outside the immediate area of service. Persons under 25 are grouped by sex and place of residence only. Since most of this group are students, their educational attainment level is a fluid one and difficult to classify in relation to the census data. The tables are set up so that central libraries form one group (Tables I and III) and noncentral libraries another group (Tables II and IV). Per capita expenditure is shown on Tables I and II so that it can be related to the percent of use shown on those tables. It can be seen that high support does not necessarily bring high use; nor is high use inevitably associated with large per capita expenditure.

In some cases, in the tables dealing with central libraries, branches are listed where surveys were conducted in both the main library and one or more of the branches. If comparisons of central libraries are to be made, only the main libraries should be considered, since not all of the centrals have branches nor were all branches surveyed. Of the central libraries, those in smaller communities seem to attract more patrons in proportion to the population served than do the larger city libraries. It may be partly due to the dual role the smaller libraries perform as community library and as central library, or it may simply be that, while they do not boast unusual strength, each is the strongest free library resource that is reasonably accessible in the area and there is no other library reasonably strong to relieve its load. The larger libraries are more oriented to service as a research center. The distinction becomes quite evident from the data obtained from the longer questionnaire returned by every 10th user. Comparative tables using the more detailed data show the kinds of resources used most heavily in centrals and noncentrals. An inspection of the tables in Appendix A shows the heavier use of research resources in the larger centrals such as K', E', and B'. Although their intensity of use is not as great as that of the smaller suburban libraries, their function as research centers becomes evident from the differences observable in their use pattern in the various tables in Appendix A. The smaller libraries also tend to draw more heavily from the lower socioeconomic groups with less education. It may well be that a less complex structure and ease of access are factors to be considered in enticing this group to greater library use.

Almost without exception, Tables I-IV show a marked increase in intensity of use in all cases as the level of educational attainment increases. In most cases women seem to use the library in larger numbers than men. Probably women - at least those who are not part of the working population - have more flexible schedules enabling them to visit the library more easily and more often. (The long form of the user survey which defines library patrons by occupation shows high usage by homemakers.)

TABLE I

Use of Library by Various Types of Persons Residing in the Immediate Political Subdivision in Which the Library is Located

(Percent of persons of specified education using the library in one week)

Central Libraries	Over 25 Years of Age										Under 25 Years of Age (c)		Per Capita Expenditures (Excluding Capital)
	Grade 8 or below		9-11 Years		12 Years (High School)		1-3 Years College		4+ Years College				
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
C'1	.19	.24	.55	.82	2.80	4.46	5.45	8.43	8.23	10.10	6.89	8.76	$2.09
H' (Main) (a)	.36	.05	.54	.63	3.12	4.47	6.08	20.27	9.38	17.47	6.21	7.11	
(Branch) (a)	.30	.05	.20	.40	1.18	1.32	.65	2.71	1.01	3.06	.46	.62	
Combined Main & Branch (a)	.66	.10	.74	1.03	4.30	5.79	6.73	22.98	10.39	20.53	6.67	7.73	6.06
C'2	.44	.42	1.08	.90	4.35	5.85	11.66	12.54	10.28	14.98	5.28	6.43	1.83
A'1	.50	.26	.46	.64	2.44	3.26	4.72	10.79	10.74	13.64	8.77	9.54	4.60
Q' (Main)	.36	.18	.64	.39	2.76	2.00	9.91	7.74	12.44	14.40	6.97	4.49	
(Branch)	--	.03	.46	.25	.41	1.03	1.07	2.00	1.20	2.75	.65	1.33	
Combined Main & Branch	.36	.21	1.10	.64	3.17	3.03	10.98	9.74	13.64	17.15	7.62	5.82	4.16
L'	.52	.29	1.60	1.42	4.62	5.58	11.23	10.32	19.68	18.93	10.08	11.44	2.29
R'	.28	.16	1.00	1.29	3.93	5.58	7.83	16.01	11.72	18.50	4.59	5.15	2.94
A'2 (a)	.48	.20	.92	1.43	3.51	7.71	7.86	20.38	8.58	23.29	9.68	9.10	5.41
M' (Main)	.72	.37	.99	.88	3.67	3.58	8.22	11.04	14.57	20.08	4.15	5.92	
(Branch)	--	--	--	.20	.36	.85	1.54	4.59	2.99	11.05	1.09	1.34	
Combined Main & Branch	.72	.37	.99	1.08	4.03	4.43	9.76	15.63	17.56	31.13	5.24	7.26	2.27
B' (Main)	.12	.13	.37	.36	1.66	1.48	4.59	2.48	5.92	5.10	4.09	4.49	2.14
I' (Main)	.19	.07	.35	.19	1.08	.80	2.08	2.16	3.76	3.92	1.93	2.44	2.50
S' (Main)	.12	.05	.50	.25	1.46	1.39	4.84	7.15	8.08	10.94	4.10	4.44	2.93
D' (Main)	.09	.06	.25	.14	.84	.70	2.44	2.27	3.08	3.11	1.55	1.87	3.38
E' (Main)	.20	.04	.34	.13	1.07	.73	3.87	2.27	6.81	4.42	2.11	1.66	4.78
K' (Main)	.15	.02	.31	.07	.95	.46	2.29	1.14	3.94	2.25	1.72	1.67	
Branch - 1	.006	.006	.005	.05	.03	.05	.04	.07	0	.10	.10	.11	
Branch - 2	.006	.009	.01	.02	.09	.15	.19	.61	.53	.79	.17	.28	
Combined Main & Branches (b)	.26	.16	.51	.96	2.31	2.54	4.55	7.64	9.08	10.89	4.37	5.51	3.64

(a) Figures shown have been adjusted so as to relate to the school district.

(b) Estimated total branch use. The ratio of Branch - 1 and Branch - 2 combined circulation to the total branch circulation is 1:9.51. To obtain an estimate of total branch use, the percentage figures for branches surveyed were combined and multiplied by 9.51.

(c) Population ages 5-25 compared to users of adult library facilities. No specified education is used for this group since they are mostly students.

TABLE II

Use of Library by Various Types of Persons Residing in the Immediate Political Subdivision in Which the Library is Located

(Percent of persons of specified education and age using the library in one week)

Noncentral Libraries	Over 25 Years of Age				Under 25 Years of Age (b)		Per Capita Expenditures (Excluding Capital)
	Grade 11 or Below	12 Years (High School)	1-3 Years College	4+ Years College	Male	Female	
Q"$_1$	.30	2.31	4.40	9.25	3.53	4.49	$2.96
N"	.38	3.38	7.27	10.14	2.58	2.58	.78
Q"$_2$	.09	1.79	4.22	4.38	1.20	1.92	.82
R"	.36	2.29	3.40	4.57	5.21	5.65	1.43
E"$_1$	.89	5.04	7.60	17.43	6.03	8.20	1.96
K"$_1$	.54	4.37	13.50	10.59	7.66	12.20	3.64
I"	.43	3.84	12.82	17.46	11.61	10.95	4.86
E"$_2$	.48	4.44	7.22	11.00	3.38	3.85	1.52
P"	.18	1.50	2.19	2.27	.74	.84	.34
C"	1.12	4.94	9.18	10.66	8.12	8.26	1.95
A"$_1$ (a)	.43	4.43	13.22	14.29	9.41	9.28	5.71
A"$_2$ (a)	.86	7.63	18.76	18.52	7.70	7.02	5.45
K"$_2$	.19	2.49	3.48	5.34	5.51	5.44	3.64
A"$_3$ (a)	.34	2.37	3.70	3.10	3.31	3.27	5.28
A"$_4$ (a)	.38	4.03	9.61	8.74	5.29	5.95	5.62
K"$_3$	.37	3.27	10.03	11.16	4.54	5.72	3.64

(a) Figures shown have been adjusted so as to relate to the school district.

(b) Population ages 5-25 compared to users of adult library facilities under 25. No specified education is used for this group since they are mostly students.

TABLE III

Use of Library by Various Types of Persons Residing in County but Outside the Immediate Subdivision in Which the Library is Located

(Percent of persons of specified education using the library in one week)

Central Libraries	Over 25 Years of Age										Under 25 Years of Age[c]	
	Grade 8 or below		9-11 Years		12 Years (High School)		1-3 Years College		4+ Years College			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
C'1	.01	.01	.01	.03	.13	.20	.32	.19	.30	.74	.03	.03
H' (Main)[a]	--	--	--	--	--	.03	.09	.14	.14	.32	.04	.03
(Branch)[a]	--	--	--	--	--	--	--	--	--	.01	--	--
Combined Main & Branch[a]	--	--	--	--	--	.03	.09	.14	.14	.33	.04	.03
C'2	.03	.06	.24	.12	.83	1.04	2.65	1.96	3.27	3.86	.47	.75
A'1	--	--	--	--	.03	.02	.08	.11	.13	.14	.06	.08
Q'1 (Main)	--	--	.06	.06	.46	.55	1.44	1.98	2.81	3.34	.82	.89
(Branch)	--	--	.01	.02	.06	.12	.15	.39	.20	.66	.10	.05
Combined Main & Branch	--	--	.07	.08	.52	.67	1.59	2.37	3.01	4.00	.92	.94
L'	.02	.03	.19	.17	.77	1.18	2.31	1.75	4.08	3.23	1.16	1.68
R'	--	.01	.02	.06	.11	.26	.55	.59	.95	.97	.11	.14
A'2 (a)	--	--	--	--	.02	.04	.07	.08	.09	.24	.07	.06
M' (Main)	.06	--	.31	.27	1.01	1.30	2.80	2.77	5.09	5.84	.90	1.02
(Branch)	.02	.02	--	--	.14	.22	.46	.45	1.06	.67	.10	.12
Combined Main & Branch	.08	.02	.31	.27	1.15	1.52	3.26	3.22	6.15	6.51	1.00	1.14
B' (Main)	--	.02	.01	.03	.21	.15	.41	.56	1.87	.81	.38	.20
I' (Main)	.05	.01	.18	.07	.82	.53	1.48	1.78	2.52	1.71	.55	.88
S' (Main)	--	.01	.19	.15	.76	.59	2.51	3.32	5.23	7.45	1.66	1.74
D' (Main)	.02	.03	.08	.08	.40	.33	1.34	1.14	2.45	1.79	.67	.89
E' (Main)	.04	--	.11	.09	.40	.26	1.77	.69	3.53	2.49	.71	.62
K' (Main)	.03	.01	.12	.06	.36	.21	1.26	.50	2.21	1.17	.90	.86
(Branch)	0	0	0	.005	.01	.006	.02	.007	0	0	.008	.003
(Branch)	0	0	.006	0	.01	.009	.02	.007	.02	.06	.001	.001
Combined Main & Branches[b]	.03	.01	.18	.11	.60	.35	1.68	.63	2.44	1.79	.98	.90

(a) Figures shown have been adjusted so as to relate to the school district.

(b) Estimated total branch use. The ratio of Branch - 1 and Branch - 2 combined circulation to the total branch circulation is 1:9.51. To obtain an estimate of total branch use, the percentage figures for branches surveyed were combined and multiplied by 9.51.

(c) Population ages 5-25 compared to users of adult library facilities. No specified education is used for this group since they are mostly students.

TABLE IV

Use of Library by Various Types of Persons Residing in County but Outside the Immediate Subdivision in Which the Library is Located

(Percent of persons of specified education and age using the library in one week)

Noncentral Libraries	Over 25 Years of Age				Under 25 Years of Age[b]	
	Grade 11 or Below	12 Years (High School)	1-3 Years College	4+ Years College	Male	Female
Q''	.02	.19	.38	.31	.09	.11
N''_1	.02	.02	.06	--	--	--
Q''_2	.02	.16	.68	.85	.14	.37
R''	--	.08	.09	.23	.08	.11
E''_1	.05	.38	.72	1.40	.21	.18
K''_1	.001	.02	.06	.07	.01	.03
I''	.003	.03	.09	.12	.04	.06
E''_2	.002	.02	.06	.05	.02	.03
P''	--	--	--	--	--	--
C''	.03	.17	.12	.27	.13	.11
A''_1 [a]	.0003	.01	.03	.02	.01	.01
A''_2 [a]	.001	.01	.03	.06	.02	.01
K''_2	.001	.02	.04	.03	.03	.01
A''_3 [a]	.003	.04	.07	.07	.03	.05
A''_4 [a]	.001	.004	.01	.01	.02	.01
K''_3	.006	.04	.06	.22	.02	.04

[a] Figures shown have been adjusted so as to relate to the school district.

[b] Population ages 5-25 compared to users of adult library facilities under 25. No specified education is used for this group since they are mostly students.

Tables XX and XXI show the percent of total users as defined by sex and place of residence for all users, both adult and child. These tables also indicate that in most cases females account for over half of the library users. It is also apparent from the tables that convenience of access is important. In the noncentral libraries especially, the percent of use by people living outside the chartered area is usually very small. The few that show a higher percent are cases where the library serves a nearby populated area outside the chartered area.

The central libraries show a higher rate of use by those from outside the chartered area than do the noncentral libraries. Since central libraries usually have larger, more diversified collections, it is logical that patrons would travel further to use them. However, in Tables V and VI, which represent use in terms of distance from the library (information from the longer questionnaire), it can be seen that relatively few users will travel more than 10 miles to a library. Again, the exceptions are the large research type of library where the use pattern differs in many respects from that of the smaller central and the community library. Unfortunately, it is not possible to secure from the data any measure of the extent to which interlibrary loan service may be reducing the number of visits people need to make to the larger libraries. It is quite possible, however, that the rate of use by people who live some distance from the library would be considerably higher if this service in New York had not reached the current volume.[8]

The amount of student use is dealt with in Tables VII and VIII. The tables show that about half the users of the adult library facilities in the libraries which were surveyed are students. Most of such students are under 25, but close to 10 percent of the patrons in the central libraries are students over 25 years of age. When the users of the children's collection are added to the number of students using the adult library, the users in the total sample of all libraries who are students represent around 60 percent. Chart I presents the distribution of use by students and, for those over 25, by level of educational attainment.

The same pattern of high student use is apparent in Tables IX and X, which show use percents for various purposes for library visits. In each purpose category, students make up the majority of users, and not only for school-related purposes. The percent of student use under the heading "Other Materials" shows that students use the library extensively to pursue interests beyond those dictated by the school curriculum.

One purpose in visiting a library is not included in Tables IX and X although it was covered in the short questionnaire. It is the most obvious reason for coming to the library - to get general reading materials to take home. It was checked most often on the questionnaire, sometimes as the sole purpose of the visit and sometimes as one of several reasons for coming to the library. In the "General

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[8]For a discussion of interlibrary loan see *Emerging Library Systems*, Chapters IV and VI. See also page 24 of this paper.

TABLE V

Central Library

Percent Comparison of Distance of User's Residence from Library[1]

Central Library	Total Users[2]	Percent of Total Users — Distance from Library			
		Under 1 Mile	1-5 Miles	6-10 Miles	Over 10 Miles
C'_1	680	72	16	4	6
H'	1 950	22	68	6	1
C'_2	1 700	50	39	1	9
A'_1	2 860	39	47	6	6
Q'	1 370	26	47	20	5
L'	2 960	24	49	11	9
R'	2 230	30	44	18	6
A'_2	3 830	26	65	3	3
M'	2 630	33	49	7	8
B'	2 490	27	48	10	9
I'	2 680	22	45	14	16
S'	2 540	18	59	15	6
D'	3 740	8	51	24	14
E'	5 080	8	43	26	20
K'	8 220	13	35	23	23
Average*	2 997	28	47	13	9

[1]Percent based on 10 percent sample of total users.

[2]This figure is 10 times actual count to approximate total sample.

*Arithmetic average of percents shown giving equal weight to each library.

TABLE VI

Noncentral Libraries

Percent Comparison of Distance of User's Residence from Library[1]

Noncentral Library	Total Users[2]	Percent of Total Users Distance from Library			
		Under 1 Mile	1-5 Miles	6-10 Miles	Over 10 Miles
Q"$_1$	260	42	46	4	4
N"	160	56	38	--	6
Q"$_2$	180	50	44	6	--
R"	390	56	36	8	--
E"$_1$	560	54	29	7	9
K"$_1$	840	35	48	11	7
I"	820	40	54	5	--
E"$_2$	680	10	71	13	3
P"	170	24	71	6	--
C"	1 070	57	30	7	5
A"$_1$	1 940	38	58	1	3
A"$_2$	1 970	39	56	2	2
K"$_2$	830	49	46	--	2
A"$_3$	1 310	47	41	5	3
A"$_4$	2 200	28	65	5	1
K"$_3$	1 730	39	54	4	2
Average*	944	42	49	5	3

[1] Percent based on 10 percent sample of total users.

[2] This figure is 10 times actual count to approximate total sample.

*Arithmetic average of percents shown giving equal weight to each library.

TABLE VII

Comparison by Age and Activity of Users of Adult Library Facilities

Central Library	Percent of Total Users				Percent of Total Users Under 25		Percent of Total Users Over 25	
	Under 25	Over 25	Student	Nonstudent	Student	Nonstudent	Student	Nonstudent
I'	51.8	48.2	52.9	47.1	89.2	10.8	13.3	86.7
K'	61.1	38.9	58.4	41.6	86.8	13.2	14.1	85.9
A'_2	54.4	45.6	56.7	43.3	95.1	4.9	10.6	89.4
M'	45.8	54.2	44.4	55.6	85.4	14.6	9.3	90.7
A'_1	55.3	44.7	56.5	43.5	91.9	8.1	12.4	87.6
H'	37.1	62.9	41.8	58.2	90.6	9.4	12.5	87.5
L'	55.5	44.5	51.1	48.9	87.7	12.3	5.3	94.7
B'	65.8	34.2	62.4	37.6	88.6	11.4	11.1	88.9
C'_1	61.0	39.0	58.2	41.8	90.0	10.0	6.3	93.7
Q'	49.7	50.3	51.8	48.2	89.9	10.1	11.9	88.1
E'	46.9	53.1	44.8	55.2	80.5	19.5	12.9	87.1
R'	44.9	55.1	40.8	59.2	82.3	17.7	7.0	93.0
S'	48.5	51.5	48.2	51.8	88.6	11.4	9.8	90.2
D'	52.3	47.7	51.5	48.5	87.8	12.2	11.3	88.7
C'_2	44.2	55.8	39.9	60.1	85.8	14.2	3.1	96.9
Average*	51.6	48.4	50.6	49.4	88.0	12.0	10.1	89.9

*Arithmetic average of percents shown giving equal weight to each library.

TABLE VIII

Comparison by Age and Activity of Users of Adult Library Facilities

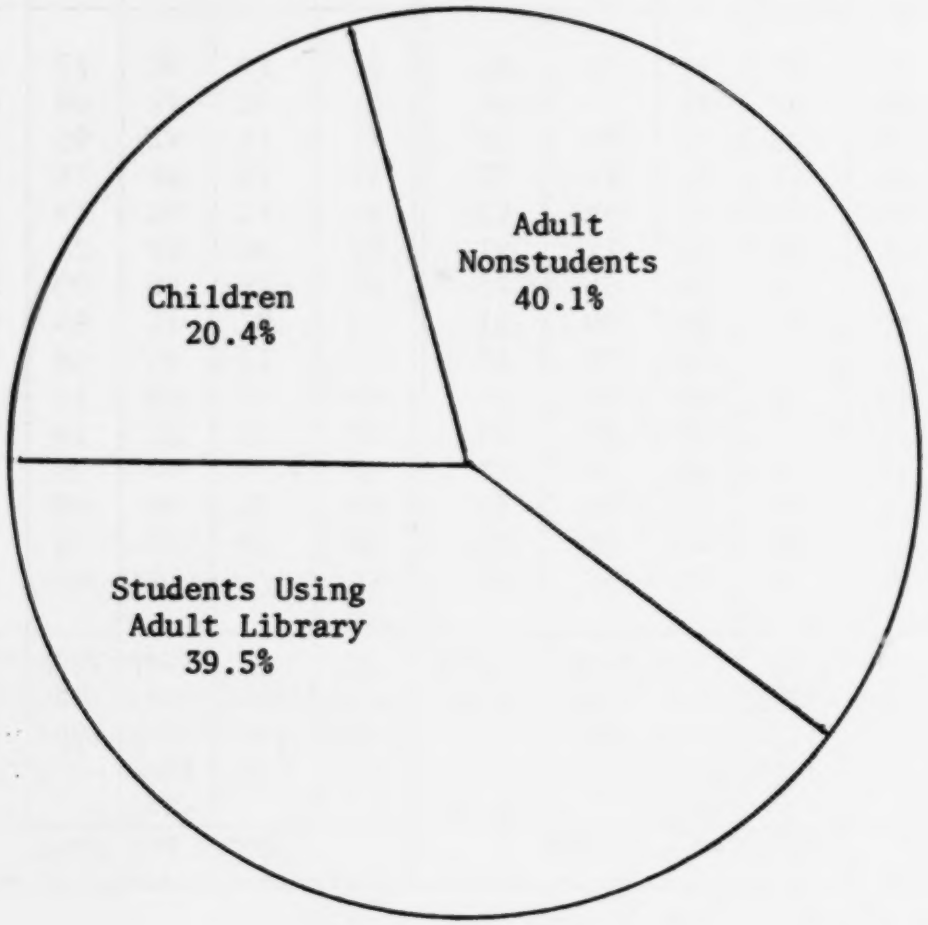
Noncentral Library	Percent of Total Users				Percent of Total Users Under 25		Percent of Total Users Over 25	
	Under 25	Over 25	Student	Nonstudent	Student	Nonstudent	Student	Nonstudent
K"$_3$	40.6	59.4	41.5	58.5	92.1	7.9	7.4	92.6
K"$_1$	48.7	51.3	44.9	55.1	88.5	11.5	3.9	96.1
I"	47.0	53.0	46.6	53.4	92.2	7.8	6.2	93.8
A"$_3$	49.1	50.9	46.9	53.1	87.9	12.1	7.5	92.5
Q"$_2$	46.4	53.6	44.6	55.4	92.8	7.2	1.1	98.9
K"$_2$	72.2	27.8	67.6	32.4	91.6	8.4	5.0	95.0
A"$_4$	50.3	49.7	51.3	48.7	93.3	6.7	8.7	91.3
C"	58.6	41.4	54.7	45.3	90.5	9.5	3.4	96.6
E"$_1$	53.3	46.7	50.0	50.0	89.0	11.0	4.1	95.9
R"	61.3	38.7	59.2	40.8	94.0	6.0	2.8	97.2
A"$_2$	35.9	64.1	40.0	60.0	93.5	6.5	10.0	90.0
A"$_1$	41.4	58.6	42.0	58.0	90.7	9.3	7.6	92.4
Q"$_1$	43.3	56.7	39.2	60.8	86.7	13.3	3.4	96.6
N"	43.7	56.3	35.9	64.1	80.4	19.6	1.5	98.5
P"	30.6	69.4	26.4	73.6	85.4	14.6	.9	99.1
E"$_2$	38.2	61.8	37.0	63.0	86.6	13.4	6.1	93.9
Average*	47.5	52.5	45.5	54.5	89.7	10.3	5.0	95.0

*Arithmetic average of percents shown giving equal weight to each library.

CHART I

Percent Distribution of Users as Shown by User Survey Sample

Percent of All Users
by Type



Percent of Adult Nonstudent
Users Over 25 by Level of
Educational Attainment

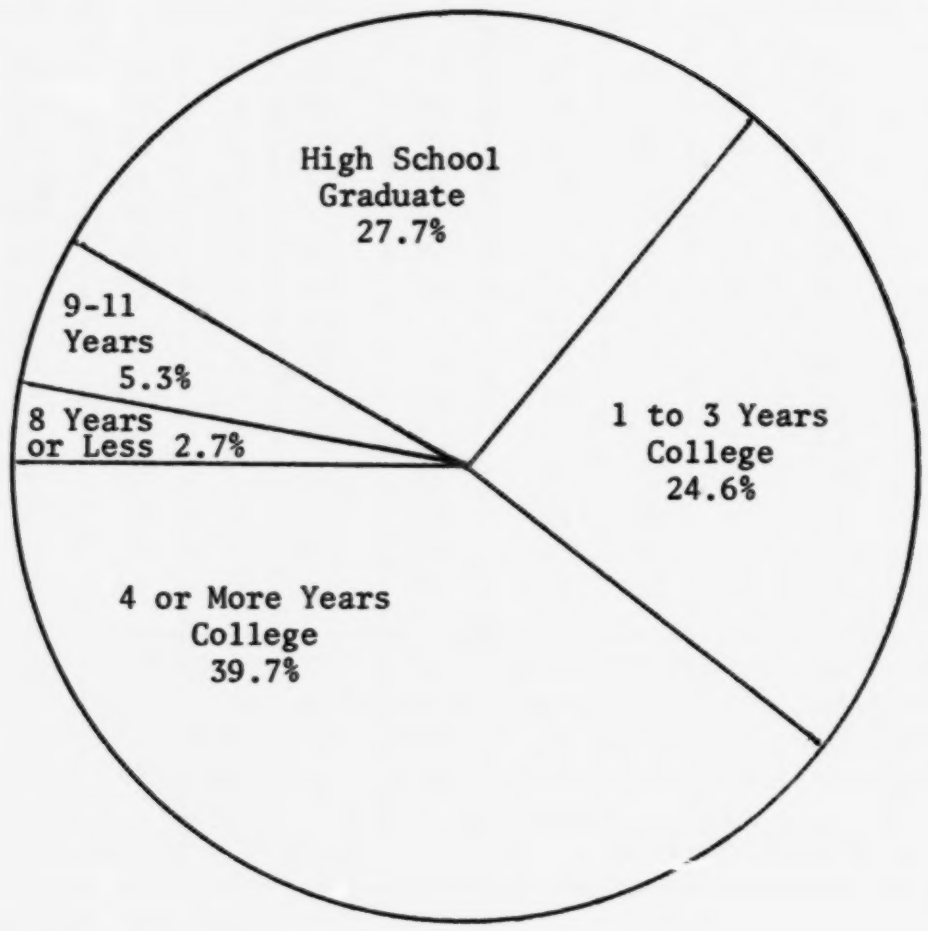


TABLE IX

Comparison of Use of Adult Library Facilities for Purposes Given

Central Library	Read and Study					Answer Questions					Materials for School					Other Materials				
	Percent of Total Users	Percent Student	Percent Non-student	Percent Under 25	Percent Over 25	Percent of Total Users	Percent Student	Percent Non-student	Percent Under 25	Percent Over 25	Percent of Total Users	Percent Student	Percent Non-student	Percent Under 25	Percent Over 25	Percent of Total Users	Percent Student	Percent Non-student	Percent Under 25	Percent Over 25
I'	24	50	50	47	53	14	46	54	42	58	32	95	5	87	13	15	61	39	60	40
R'	21	63	37	65	35	13	44	56	42	58	20	91	9	84	16	16	47	53	53	47
C'_2	22	54	46	57	43	12	48	52	53	47	20	88	12	85	15	14	55	45	60	40
D'	21	56	44	54	46	16	40	60	42	58	29	93	7	87	13	17	58	42	58	42
Q'	22	61	39	60	40	12	50	50	53	47	31	92	8	83	17	17	59	41	58	42
E'	25	51	49	51	49	18	36	64	39	61	24	89	11	80	20	19	48	52	50	50
A'_2	14	85	15	81	19	12	63	37	61	39	34	91	9	85	15	16	71	29	68	32
C'_1	18	68	32	72	28	15	66	34	68	32	23	97	3	93	7	17	67	33	69	31
A'_1	18	66	34	61	39	18	49	51	47	53	32	91	9	84	16	16	61	39	59	41
S'	19	57	43	56	44	14	41	59	43	57	30	90	10	84	16	17	51	49	53	47
H'	18	61	39	54	46	13	44	56	38	62	25	88	12	75	25	13	54	46	50	50
M'	16	51	49	52	48	12	45	55	47	53	24	91	9	82	18	14	51	49	52	48
B'	31	76	24	77	23	27	64	36	66	34	37	93	7	90	10	24	60	40	62	38
L'	28	69	31	70	30	18	62	38	66	34	25	92	8	90	10	17	55	45	60	40
K'	40	64	36	64	36	25	59	41	61	39	37	94	6	89	11	21	55	45	59	41
Average*	22	62	38	61	39	16	50	50	51	49	28	92	8	85	15	17	57	43	58	42

*Arithmetic average of percents shown giving equal weight to each library.

TABLE X

Comparison of Use of Adult Library Facilities for Purposes Given

Non-central Library	Read and Study					Answer Questions					Materials for School					Other Materials				
	Percent of Total Users	Percent Student	Percent Non-student	Percent Under 25	Percent Over 25	Percent of Total Users	Percent Student	Percent Non-student	Percent Under 25	Percent Over 25	Percent of Total Users	Percent Student	Percent Non-student	Percent Under 25	Percent Over 25	Percent of Total Users	Percent Student	Percent Non-student	Percent Under 25	Percent Over 25
K"$_3$	12	67	33	65	35	12	56	44	54	46	21	88	12	80	20	16	50	50	48	52
K"$_1$	29	71	29	77	23	19	51	49	58	42	32	91	9	91	9	21	60	40	61	39
I"	20	73	27	74	26	12	60	40	59	41	28	91	9	89	11	12	61	39	60	40
A"$_3$	13	53	47	56	44	12	43	57	44	56	25	86	14	79	21	15	58	42	61	39
Q"$_2$	21	57	43	63	37	12	59	41	64	36	27	94	6	96	4	14	48	52	52	48
K"$_2$	30	78	22	81	19	26	67	33	72	18	43	94	6	95	5	28	71	29	76	24
A"$_4$	14	69	31	67	33	12	51	49	49	51	30	88	12	82	18	14	65	35	64	36
C"	30	75	25	78	22	14	60	40	61	39	24	95	5	94	6	14	70	30	76	24
E"$_1$	18	67	33	69	31	12	62	38	61	39	27	95	5	93	7	14	61	39	67	33
R"	23	83	17	84	16	13	73	27	80	20	30	95	5	95	5	15	79	21	82	18
A"$_2$	12	63	37	56	44	10	43	57	39	61	25	82	18	70	30	13	57	43	50	50
A"$_1$	14	68	32	67	33	10	45	55	46	54	27	89	11	83	17	13	57	43	56	44
Q"$_1$	13	44	56	43	57	10	43	57	50	50	22	83	17	81	19	12	42	58	46	54
N"	16	42	58	53	47	17	55	45	65	35	13	93	7	93	7	13	40	60	53	47
P"	8	38	62	46	54	10	31	69	31	69	16	81	19	81	19	8	17	83	17	83
E"$_2$	7	55	45	53	47	12	41	59	43	57	19	85	15	78	22	12	31	69	37	63
Average*	18	63	37	64	36	13	52	48	55	45	26	89	11	86	14	15	54	46	57	43

*Arithmetic average of percents shown giving equal weight to each library.

Reading" category, student use was not predominant. However, the General Reading category still accounted for some of the student use. It was most predominant among the "over 25 group." Better than 40 percent of the users of the adult library checked it as one purpose of their visit; for many of them it was the only purpose.

While the tables indicate a high percentage of use among the more highly educated and among the students, the use percent must be looked at in relation to the total population involved. Tables XI and XII show the percents of the population in the locale of the library represented by the various education and age categories. It is immediately apparent that the highest use percent is from the smallest segment of the population. On the other hand, better than half of the potential library users over 25, namely those with less than high school education, make very little use of the library. Tables I and II show less than 1 percent of the group coming to the library. However, because this 1 percent intensity of use is drawn from the largest segment of the area population, in some instances it may well represent as much as 10 percent of the total users when the users themselves rather than total population are the unit of measure. Nevertheless, in terms of potential this large section of the population does not make much use of the library. Perhaps the group is not inherently library oriented and will never become heavy users of library facilities, but with the current emphasis on improvement of the educational background and cultural status of the disadvantaged, the challenge and opportunity to help the group presents itself to librarians as well as other educators.

THE LONG FORM

The 10 percent long form sample yielded more detailed information about the public library users. Tables XIII and XIV show the percent of the total users represented by different occupations. The tables are divided into two sections, both of which deal in percent of total users, each representing a different question on the questionnaire. The two sections have been presented in one table since they deal with the same group of people. The large percent of "no response" in each section is probably accounted for by the fact that some persons, i.e., retired, would not find applicable options in both questions.

It is quite obvious from the tables that most library use is by persons from three or four categories - professionals, students, and housewives, with some use by sales and service personnel. Because use is shown by occupation in these tables, it offers a different approach to the problem of the nonuser and may give some clues to the types of materials that might attract these prospective patrons. It also indicates areas where use is heaviest and again emphasizes the need for materials that will be of interest and assistance to the high school and college student.

The long form sample reinforces the findings of the total sample, which indicate that the majority of individuals will not travel any great distance to use a library frequently. Table XV shows the percent of users who live within 5 miles of the library and who had previously visited the library within a month of the time of the survey. In all except the larger central libraries, use seems to be largely by people who fall in this category. If frequency of use alone is considered, an average of over 85 percent of the users had visited the library within the last month, indicating that there is a hard core group which makes up the bulk of library use. The majority of these live close to the library.

TABLE XI

Population Breakdown by Age and Education for Areas Served by Libraries Surveyed

Central Library	Percent of Population				
			Over 25		
	Under 25[a]	Over 25	Completed 11 or Less Years School	Completed High School	Completed 1 or More Years College
I'	32	68	56	26	18
K'	33	67	69	20	11
A'_2	42	58	41	36	23
M'	36	64	59	28	13
A'_1	31	69	52	27	21
H'	33	67	38	26	36
L'	31	69	64	24	12
B'	36	64	63	25	12
C'_1	33	67	65	22	13
Q'	31	69	62	23	15
E'	32	68	65	22	13
R'	38	62	57	28	15
S'	30	70	56	29	15
D'	34	66	56	25	19
C'_2	34	66	57	28	15
Average*	34	66	57	26	17

TABLE XII

Population Breakdown by Age and Education for Areas Served by Libraries Surveyed

Noncentral Library	Percent of Population				
			Over 25		
	Under 25[a]	Over 25	Completed 11 or Less Years School	Completed High School	Completed 1 or More Years College
R''_2	32	68	60	25	15
K''_3	35	65	40	28	32
R''_3	32	69	64	25	11
K''_1	36	64	41	29	30
I''	34	66	37	29	34
A''_3	33	67	54	24	22
Q''_2	32	68	69	20	11
K''_2	38	62	70	20	10
A''_4	39	61	43	34	23
C''	39	61	58	26	16
E''_1	37	63	55	26	19
R''	34	66	58	27	15
A''_2	41	59	32	37	31
A''_1	34	66	34	26	40
Q''_1	31	69	62	26	12
N''	38	62	68	22	10
P''	42	58	40	37	23
E''_2	38	62	43	33	24
Average*	36	64	52	27	21

[a] Excluding those under 5 years old.

*Arithmetic average of percents shown giving equal weight to each library.

TABLE XIII

Occupation Groups as a Percent of Total Users of Library in One Week[1]

Central Libraries

Central Library	Total No. of Users (2)	Percent of Total Users: Profes-sional	Cleri-cal & Sales	Ser-vices	Farm-ing	Skilled Worker	Semi-Skilled Worker	Labor-er	Part time (3)	No Re-sponse (4)	Stu-dent H.S.	Stu-dent Col.	Home-maker	Re-tired	Seek-ing Work	Com-bin-ation	No Re-sponse (4)
C'1	680	26	6	4	--	--	3	--	24	37	34	9	16	4	3	3	31
H'	1 950	28	7	6	--	3	1	--	15	40	14	6	45	4	1	2	28
C'2	1 700	31	17	2	1	3	2	--	9	35	6	9	38	13	1	6	27
A'1	2 860	23	9	5	--	--	1	--	30	32	26	22	21	2	1	4	24
Q'	1 370	25	4	5	--	6	--	--	10	50	17	9	28	4	3	8	31
L'	2 960	19	6	7	1	4	1	1	24	37	27	9	24	3	3	6	28
R'	2 230	26	8	7	--	6	2	--	18	33	21	8	29	5	2	7	28
A'2	3 830	18	9	3	--	3	1	--	16	50	21	11	28	1	2	2	35
M'	2 630	23	7	8	1	3	2	--	21	35	20	6	30	4	2	5	33
B'	2 490	19	5	3	1	5	1	--	28	38	34	18	12	4	3	4	25
I'	2 680	24	14	2	--	1	--	1	25	33	18	31	14	3	2	3	29
S'	2 540	19	7	4	1	3	1	1	19	45	32	11	24	4	1	7	21
D'	3 740	21	11	4	1	4	1	--	26	32	27	21	12	2	3	6	29
E'	5 080	37	10	3	--	4	1	--	17	28	11	19	19	4	2	6	39
K'	8 220	19	7	3	--	4	3	1	31	32	27	25	10	3	3	7	25
Average*		24	8	5	.5	3	1	.5	21	37	22	15	23	4	2	5	29

(1) Percents based on 10 percent sample of total users.
(2) This figure is 10 times actual count to approximate total sample. Totals tend to be somewhat lower than for entire sample.
(3) This group falls primarily in High School-College age category.
(4) The large no response percents and the fact that this table covers answers to two questions accounts for the fact that students on this table do not make up 50 percent of users. (See text.)
*Arithmetic average of percents shown giving equal weight to each library.

TABLE XIV

Occupation Groups as a Percent of Total Users of Library in One Week(1)

Noncentral Libraries

Noncentral Library	Total No. of Users (2)	Percent of Total Users															
		Professional	Clerical & Sales	Services	Farming	Skilled Worker	Semi-Skilled Worker	Laborer	Part-time (3)	No Response (4)	Student H.S.	Student Col.	Homemaker	Retired	Seeking Work	Combination	No Response (4)
Q"1	260	34	8	--	--	8	--	--	23	27	12	15	15	4	--	4	50
N"	160	6	6	13	--	6	6	6	31	25	38	--	19	--	6	6	31
Q"2	180	28	17	5	--	5	--	--	5	39	11	--	39	11	--	--	39
R"	390	28	10	5	--	--	3	--	15	39	23	--	41	3	3	5	25
E"1	560	9	3	11	3	2	3	2	20	47	39	2	18	2	2	5	32
K"1	840	19	6	7	--	1	--	--	24	43	19	23	56	2	--	5	16
I"	820	27	2	2	--	2	2	1	22	41	32	1	41	1	--	--	25
E"2	680	19	6	10	--	9	3	--	15	38	22	3	38	--	--	2	35
P"	170	6	6	17	--	--	--	--	17	53	18	--	70	--	--	6	6
C"	1 070	15	6	4	1	4	2	3	23	42	35	4	24	1	3	11	22
A"1	1 940	15	5	7	1	2	1	--	18	51	31	7	37	2	--	5	18
A"2	1 970	15	9	7	--	2	--	--	22	45	20	13	35	1	1	2	28
K"2	830	12	4	8	--	5	4	2	34	31	42	7	18	--	4	7	22
A"3	1 310	24	9	2	1	5	1	--	21	37	25	7	23	2	2	8	33
A"4	2 200	18	9	4	--	5	--	--	15	49	28	10	27	2	--	7	26
K"3	1 730	24	6	5	--	--	--	--	22	43	23	8	36	2	2	2	27
Average*		19	7	7	.2	3	2	.8	20	41	26	6	33	2	1	5	27

(1) Percents based on 10 percent sample of total users.
(2) This figure is 10 times actual count to approximate total sample. Totals tend to be somewhat lower than for entire sample.
(3) This group falls primarily in High School-College age category.
(4) The large no response percents and the fact that this table covers answers to two questions accounts for the fact that students on this table do not make up 50 percent of users. (See text.)
*Arithmetic average of percents shown giving equal weight to each library.

A further ramification of the distance problem is shown by the fact that an average of 39 percent of the individuals questioned said they never used a library other than their local library. If those who did so infrequently (five times or less in a year) are added to this number, about 60 percent of those surveyed make little or no use of libraries beyond the area of easy access. For those who do use a library other than the one nearest their residence, one of the reasons most frequently given was because it was closer to their school or business. Again, it is a matter of easy accessibility. Other reasons most commonly mentioned for use of another library were a bigger collection or greater strength in subject field. Only a small percent listed staff help, physical comfort, or parking ease. A slightly greater number mentioned more convenient hours.

To obtain some insight into the reading habits of library users, patrons were asked how many books they were checking out on the day of their visit and how many books they usually read per month. An average of 4 percent said they did not usually read books. The majority of users indicated that they read one to four books a month. Some 36 percent said they read five or more books a month; in certain of the rural and submetropolitan areas, the percent who read more than five books was higher.

Tables XVI and XVII show the pattern of circulation as found by the survey. The majority of users check out one to four books, but there are a substantial number of users, an average of 30 percent, who do not check out any books. The finding has implications that should be considered in the use of circulation figures as a measure of a library's use. Even though circulation figures for the week of the survey indicated a circulation per capita for all users of between 1.5 and 2.5 in the libraries surveyed, it is apparent from the tables that not all users are borrowers. When the number of books borrowed was compared to the number of patrons and the number of books borrowed by each patron, it was found that 27 percent of the borrowers accounted for 72 percent of the total weekly circulation. This is not meant to imply that circulation cannot be used as an indicator of library effectiveness. Care should be taken in interpreting such data, however, so as not to overlook the volume of high-cost, nonlending, in-building service.

Visitors to the library were asked what sources of reading materials other than the library they used most frequently. A large number, 72 percent, said they read magazines and newspapers and 53 percent read paperbacks and materials from newstands. An average of 27 percent patronized book stores, with a larger percent doing so in the more metropolitan areas. About 20 percent of the users said they purchased books from book clubs, with a higher percent in the rural areas using this means of obtaining books. About 40 percent of the users listed school libraries as another source of reading material, an indication of the amount of student use of the public library and also the diversity of library resources and climates students seek. It was found that when the student group alone was considered they made fairly heavy use of all the libraries' facilities, especially reference collections, indices, and periodicals.

The systems evaluation report notes the tripling of interlibrary loans in New York in the 1957-65 period; the user survey, on the other hand, indicates a relatively low response by all types of users to the question concerning use of interlibrary loan privileges during the specific library visit. Many people visit libraries to browse for general reading or because they need personally to select subject matter from well-stocked shelves. Interlibrary loan service as it now exists is not likely to meet the needs of such patrons. On the other hand, it could

TABLE XV

Percent of Adults Visiting a Library Who Live Within 5 Miles of Library and Have Visited Within Previous Month[1]

Central Library	Percent Users
C'$_1$	67
H'	87
C'$_2$	86
A'$_1$	77
Q'	66
L'	74
R'	71
A'$_2$	87
M'	76
B'	73
I'	57
S'	69
D'	52
E'	46
K'	44
Average*	69

Noncentral Library	Percent Users
Q"$_1$	84
N"	81
Q"$_2$	94
R"	90
E"$_1$	72
K"$_1$	81
I"	91
E"$_2$	81
P"	82
C"	83
A"$_1$	89
A"$_2$	91
K"$_2$	78
A"$_3$	87
A"$_4$	86
K"$_3$	87
Average*	85

[1]Percents based on 10 percent sample of total users.
*Arithmetic average of percents shown giving equal weight to each library.

TABLE XVI

Percent Comparison of Book Use by Total Users[1]

Central Library	Total Users[2]	Percent Users									
		Number of Books Checked Out					Number of Books Read Per Month				
		0	1-2	3-4	5-9	Over 9	0	1-2	3-4	5-6	Over 6
C'$_1$	680	28	37	16	9	6	6	28	18	7	37
H'	1 950	33	21	22	11	2	3	23	25	10	33
C'$_2$	1 700	21	34	26	12	1	4	15	22	13	43
A'$_1$	2 860	39	27	16	6	2	5	27	28	10	27
Q'	1 370	34	20	17	7	2	6	28	25	8	24
L'	2 960	33	30	11	6	1	4	34	18	12	20
R'	2 230	29	35	17	8	1	4	32	23	12	24
A'$_2$	3 830	33	28	14	8	1	4	32	22	11	21
M'	2 630	29	35	17	5	1	3	30	25	11	25
B'	2 490	37	23	14	6	4	8	26	23	10	27
I'	2 680	39	28	16	7	--	4	35	26	11	21
S'	2 540	33	31	15	8	3	2	32	28	11	22
D'	3 740	40	31	11	5	1	4	32	29	9	21
E'	5 080	35	27	13	6	2	6	31	25	10	21
K'	8 220	43	22	9	6	1	6	28	25	9	21
Average*		34	29	16	7	2	5	29	24	10	26

TABLE XVII

Percent Comparison of Book Use by Total Users[1]

Non-Central Library	Total Users[2]	Percent Users									
		Number of Books Checked Out					Number of Books Read Per Month				
		0	1-2	3-4	5-9	Over 9	0	1-2	3-4	5-6	Over 6
Q"$_1$	260	27	35	19	4	4	--	19	31	23	19
N"	160	38	44	6	--	--	--	12	38	6	44
Q"$_2$	180	--	50	33	6	6	--	17	22	28	33
R"	390	38	31	18	3	3	--	26	38	5	31
E"$_1$	560	41	29	7	4	--	9	38	23	5	16
K"$_1$	840	21	33	17	19	1	5	27	26	11	31
I"	820	34	24	20	6	--	4	28	20	15	27
E"$_2$	680	29	22	25	7	3	6	25	29	10	21
P"	170	18	24	47	--	--	6	24	35	12	12
C"	1 070	33	26	20	12	1	9	13	27	13	36
A"$_1$	1 940	26	35	14	7	2	6	32	25	11	22
A"$_2$	1 970	28	31	19	7	4	7	29	27	9	23
K"$_2$	830	26	30	22	10	1	2	49	25	5	16
A"$_3$	1 310	32	36	11	8	--	3	38	28	6	20
A"$_4$	2 200	29	39	19	7	1	3	32	30	11	22
K"$_3$	1 730	23	26	21	12	3	5	31	25	12	24
Average*		28	32	20	7	2	4	28	28	11	25

[1]Percents based on 10 percent sample of total users.
[2]This figure is 10 times actual count to approximate total sample.
*Arithmetic average of percents shown giving equal weight to each library.

be that a substantial number of regular library users are not aware of what present interlibrary loan service can provide and that the timelag involved may discourage some from requesting the service. Also, while interlibrary loan use was surprisingly low in most of the libraries, the percent rises substantially in some of the small local libraries where this type of service would be most needed by the serious reader.[9]

The long form of the questionnaire contained a second question on the purpose of the patron's visit to the library. The results obtained from the data on the 10 percent sample reinforced the findings of the short form questionnaire which surveyed the total sample. The most frequently listed purpose for visiting the library in all but a few cases was to obtain books for general reading at home. The next most frequently mentioned purposes were to browse or to read, and to get school-related materials. The school-related purpose was highest in a few of the better libraries and relatively low in those where reference and study materials appeared to be poorer in quantity and quality.

While the overall average use of the library to "answer questions" was not as high as other purposes in all libraries, this purpose of visit in the larger central libraries was closer to the purposes found in other categories mentioned above - another example of the service the libraries with large collections make available to the more serious user. The pattern of use suggests that patrons do turn to the better libraries in their area. For good library service throughout the State, the most feasible plan may be to have libraries of intermediate size which are easily accessible and which have well-planned collections including good reference holdings. Two of the libraries that show relatively high intensity of use in most categories are of this type, both with under 100,000 nonfiction volumes. Both draw comparatively well from the low socioeconomic group and from outside the service area. Such libraries are in upstate rural New York and have neither high per capita support nor particularly large collections, but are clearly filling an area need.

In order to determine the amount of use of the various types of library resources, the patrons were asked to check the materials they had used during their visit. The highest percent listed the lending collection and the card catalog. The average use was 34 percent of the visitors for each of these two items although some of the smaller local libraries registered over 50 percent using the lending collection. The reference collection, periodicals, and indices were next highest in percent of use respectively. As would be expected, the highest percent of use in these categories occurred where there were relatively strong collections and/or high student use. The business collection and history collection were used by less than 10 percent of the sample except in four cases in metropolitan or suburban areas.

Another aspect of library service which was covered by the survey was the use of staff assistance. Although this service is of great value to those who need it,

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[9]For a complete discussion of interlibrary loan services in New York State, see *Emerging Library Systems*, Chapters IV and VI.

TABLE XVIII

Evaluation of Library Facilities by Users[1]

Central Library	Percent of Total Users Who Feel Designated Facilities Are Improved									
	Fiction	Non-fiction	Recent Books	Reference Resources	Inter-library Loan	Staff Ability	Special Programs	Community Cooperation	Comfort & Convenience	Hours Open
C'$_1$	67	64	67	55	59	74	61	54	66	59
H'	69	69	65	71	65	80	85	75	76	53
C'$_2$	79	84	73	72	69	78	39	63	41	53
A'$_1$	66	63	67	66	64	73	68	52	56	39
Q'	57	70	59	56	52	51	65	50	68	59
L'	69	71	64	71	45	63	58	66	89	58
R'	76	81	69	83	54	75	74	74	88	50
A'$_2$	64	61	63	72	58	67	58	54	79	56
M'	68	72	66	75	54	65	65	63	50	47
B'	46	47	43	46	37	47	35	35	19	29
I'	54	74	61	62	45	59	82	79	23	61
S'	54	46	57	49	40	51	41	30	23	28
D'	60	54	53	64	53	61	56	59	45	48
E'	60	70	57	62	53	55	75	71	46	38
K'	63	66	59	63	46	61	51	51	87	64
Average*	63	66	62	64	53	64	61	58	57	49

TABLE XIX

Evaluation of Library Facilities by Users[1]

Non-central Library	Percent of Total Users Who Feel Designated Facilities Are Improved									
	Fiction	Non-fiction	Recent Books	Reference Resources	Inter-library Loan	Staff Ability	Special Programs	Community Cooperation	Comfort & Convenience	Hours Open
Q"$_1$	69	62	62	36	73	71	30	50	50	64
N"	67	60	60	63	64	75	38	14	27	27
Q"$_2$	40	80	80	80	80	50	100	100	60	20
R"	81	77	79	76	84	86	67	81	62	37
E"$_1$	50	61	63	61	39	61	60	58	73	46
K"$_1$	67	77	60	76	56	74	51	76	100	53
I"	68	66	53	55	43	67	66	68	63	48
E"$_2$	62	52	48	38	44	69	38	36	43	55
P"	67	75	50	75	50	60	25	20	50	38
C"	71	57	66	66	50	70	62	63	79	64
A"$_1$	54	50	50	44	45	56	61	48	19	28
A"$_2$	64	57	50	70	58	65	76	75	93	75
K"$_2$	54	44	44	59	56	66	40	38	36	35
A"$_3$	69	64	67	52	51	63	65	53	50	61
A"$_4$	67	60	55	55	38	59	47	54	62	75
K"$_3$	59	58	53	56	46	63	53	51	81	57
Average*	63	62	59	60	55	66	55	55	59	49

[1]Percents based on 10 percent of adults visiting library in one week.
*Arithmetic average of percents shown giving equal weight to each library.

the survey showed that most patrons tend to fend for themselves or ask for a minimum of help, such as directions on how to find a book or use the card catalog. Requests for staff help are highest in the larger central libraries where the library is more departmentalized and staff is more specialized. Other than for directions, however, there is no significant difference among the libraries in the amount of help requested, except that patrons in noncentral libraries seem more apt to seek advice in general reading selection. The general tendency, however, is for less than 15 percent of the users to ask for directions and considerably under 10 percent to ask for any other kind of help from the staff. With about half of the users of the adult collection being in the student category and trained at least to some extent in the use of library resources, the seemingly low percent may not be as surprising or serious as it first appears (but may have implications for future staffing patterns).

The majority of library users, however, seem to feel that library service and facilities have improved over the last 5 years. Tables XVIII and XIX, showing user evaluation of the libraries, indicate that in most cases there is an awareness and appreciation of the recent effort by the systems and the libraries themselves to provide good libraries for their patrons. Sometimes, where building facilities are crowded, the improvement may not be as apparent to the user as might be hoped. The addition of a larger number of new books and materials and the increase in library use added an extra burden to already over-burdened facilities and staff. The trends indicated in the survey appear likely to intensify rather than diminish as public awareness of the availability of more and better service increases and the level of education of the populace rises. A later section, "Forecasting Future Library Use," suggests the magnitude of the challenge to be faced by librarians and trustees at all levels in the State.

CHILDREN

Since users of the children's collection in the library form about 20 percent of the total library users, a special study was made of them. The same pattern was used for patrons of the children's library as for the adult library, namely, a short form of the questionnaire given to each visitor and a longer form to a 10 percent sample. The percent of total users represented by children was higher in the noncentral or community library and dropped to around 5 percent in the three largest central libraries surveyed.

The data on the total group showed that for children as well as adults there is a problem of accessibility. Tables XX and XXI show that a large percent of children visiting the library live in the chartered area. An average of 76 percent of the children who had visited the library within the past month lived within 5 miles of the library, a figure comparable to that for adult patronage. (See Tables XV and XXII.)

The detailed data from the long form of the questionnaire give some interesting information about the users of the children's libraries. The sixth grade has the highest average percent of use, accounting for about 21 percent. Children in grades four through seven seem to use the library most frequently. For grade eight and above, the percent understandably drops since many in this age group are beginning to use the adult library for reference and the young adult collection for other reading materials. Those in grades two and three visited in smaller numbers and averaged about 14 percent of the total users for both grades combined.

TABLE XX

Percent Comparison of Total Users by Sex and Residence

Central Library	Percent of Users							
	Male	Female	In Chartered Area		Outside Chartered Area		In Chartered Area	Outside Chartered Area
			Adults	Children	Adults	Children	Total Users	Total Users
I'	47.3	52.7	53.6	77.1	46.4	22.9	56.6	43.4
K'	57.3	42.7	56.7	80.4	43.3	19.6	57.6	42.4
A'_2	44.2	55.8	84.8	90.0	15.2	10.0	85.8	14.2
M'	41.4	58.6	72.8	87.8	27.2	12.2	75.5	24.5
A'_1	46.1	53.9	69.7	95.3	30.3	4.7	74.7	25.3
H'	39.4	60.6	87.1	90.9	12.9	9.1	87.8	12.2
L'	44.8	55.2	68.1	84.4	31.9	15.6	71.3	28.7
B'	51.0	49.0	84.2	95.0	15.8	5.0	85.1	14.9
C'_1	39.9	60.1	87.1	94.1	12.9	5.9	89.2	10.8
Q'	52.2	47.8	55.9	73.5	44.1	26.5	60.2	39.8
E'	60.3	39.7	60.7	67.1	39.3	32.9	61.1	38.9
R'	45.1	54.9	84.7	91.4	15.3	8.6	86.7	13.3
S'	49.5	50.5	58.7	75.4	41.3	24.6	61.5	38.5
D'	50.0	50.0	60.7	76.2	39.3	23.8	61.7	38.3
C'_2	40.9	59.1	77.3	96.0	22.7	4.0	80.1	19.9
Average*	47.3	52.7	70.8	85.0	29.2	15.0	73.0	27.0

TABLE XXI

Percent Comparison of Total Users by Sex and Residence

Non-central Library	Percent of Users							
	Male	Female	In Chartered Area		Outside Chartered Area		In Chartered Area	Outside Chartered Area
			Adults	Children	Adults	Children	Total Users	Total Users
K''_3	35.9	64.1	88.2	93.7	11.8	6.3	90.0	10.0
K''_1	32.5	67.5	80.6	87.9	19.4	12.1	82.5	17.5
I''	39.8	60.2	93.2	98.7	6.8	1.3	94.2	5.8
A''_3	49.0	51.0	58.5	73.0	41.5	27.0	61.4	38.6
Q''_2	27.4	72.6	62.6	81.9	37.4	18.1	73.9	26.1
K''_2	47.3	52.7	83.3	96.6	16.7	3.4	87.3	12.7
A''_4	44.0	56.0	92.3	95.2	7.7	4.8	92.9	7.1
C''	45.1	54.9	88.5	93.8	11.5	6.2	89.8	10.2
E''_1	44.8	55.2	75.3	87.3	24.7	12.7	79.7	20.3
R''	40.1	59.9	76.2	87.4	23.8	12.6	80.1	19.9
A''_2	42.7	57.3	90.4	92.7	9.6	7.3	91.3	8.7
A''_1	39.3	60.7	93.5	94.7	6.5	5.3	93.9	6.1
Q''_1	39.7	60.3	45.7	63.5	54.3	36.5	53.6	46.4
N''	48.6	51.4	90.6	100.0	9.4	--	93.9	6.1
P''	29.4	70.6	90.0	98.0	10.0	2.0	93.9	6.1
E''_2	38.7	61.3	80.2	86.1	19.8	13.9	81.3	18.7
Average*	40.3	59.7	80.6	89.4	19.4	10.6	83.7	16.3

*Arithmetic average of percents shown giving equal weight to each library.

TABLE XXII

Percent of Children Visiting Library Who Live Within 5 Miles of Library and Have Visited Within Previous Month[1]

Central Library

Central Library	Percent Users
C'$_1$	77
H'	75
C'$_2$	89
A'$_1$	86
Q'	59
L'	66
R'	53
A'$_2$	86
M'	70
B'	76
I'	62
S'	54
D'	48
E'	50
K'	86
Average*	69

Noncentral Library

Noncentral Library	Percent Users
Q"$_1$	73
N"	50
Q"$_2$	84
R"	94
E"$_1$	82
K"$_1$	82
I"	87
E"$_2$	53
P"	57
C"	75
A"$_1$	87
A"$_2$	79
K"$_2$	86
A"$_3$	79
A"$_4$	86
K"$_3$	88
Average*	78

[1]Percents based on 10 percent sample of total users.

*Arithmetic average of percents shown giving equal weight to each library.

Most of the children came to the library on foot or by car. About 8 percent came on bicycles except for the larger central libraries; very few came by bus. The great majority came to the library from school or home; about two-thirds said they came from home and about one-fifth of them indicated that they had come from school. The largest number (40 percent) said they were accompanied by a friend. Those who came alone or with a parent each account for about 20 percent of the visitors. The balance came with a brother or sister or another adult. On the average, only 11 percent stayed more than an hour in the library; the rest were about evenly distributed between those who stayed less than 15 minutes and those who stayed from 16 minutes to an hour. There seemed to be no discernible pattern in the variation from the averages.

In checking out books, children followed the same pattern as the adults. An average of about 30 percent did not check out any books and, of the rest, most said they took home one to four books. Borrowing may, however, be somewhat influenced by library regulations limiting the number of books that may be borrowed. Most of the children said they read from two to 10 books a month with the largest group reading from three to five books. About 20 percent said they read over 10 books a month and, as in the case of the adults, only 4 percent said they did not read books.

Nearly half the children said they came to look at books and to get general reading to take home. The other purposes most often mentioned were to do homework and get materials for school. Those purposes checked by less than an average of 15 percent of the visitors were to answer a question, get materials for hobbies, and meet friends. A few came to attend meetings or get books for others.

The children were asked to also check what they did at the library. Most frequently they checked out books, used the card catalog and encyclopedias, and read for pleasure. Many talked with the librarian, and in accordance with the behavior of children everywhere, many talked with their friends.

To round out the information obtained on the children, some general questions were asked. Most children, except for a large number in some of the urban centers, said they had libraries at school. (Lack of libraries in parochial schools may account for this.) About 75 percent said they were able to get what they came for. An average of 30 percent said they asked for staff help and about 20 percent said they also used the adult library. Use of staff help was greater in the larger central libraries and more children used the adult library in the noncentral libraries.

The intensity of use of the library by children living in the community was measured in the same manner (using U.S. Census of the population) as for adult users. In the libraries surveyed, an average of 10 percent of the children in the community visited the library during the week of the survey while the range went from one library drawing over 20 percent to another as low as 4 percent.

The survey yielded overwhelming evidence that the children visiting the library enjoyed themselves and, for the most part, had their needs satisfied. The needs were for materials in connection with both school and leisure reading. Generally the findings indicate that the public libraries are supplying an important supplement to the more formal education of many young people and playing an important role in the lives of some.

FORECASTING FUTURE LIBRARY USE

Future library use will depend on several factors:

1. The changing character of technology and the increased need for library materials

2. The changing characteristics of the population

3. The changing educational policies that require more student use of libraries.

Little is known as to the effect of item one. However, the effects of items two and three can be at least partially estimated.

The necessity for some kind of forecasting is obvious, but the degree to which long range planning can be based upon the needs suggested is somewhat more nebulous. For example, how many students will be using the library each week 10 or 20 years from now is a matter of some conjecture. Will these students continue to use the library in ever larger numbers as they pass into adulthood and if so to what extent? In other words, what kind of planning must the libraries do to be ready to meet the future with some assurance of being able to perform adequately the role of the "people's university"?

The public libraries of the State of New York are a large enterprise with an annual expenditure of more than $60 million; no estimates of the intensity of library use were available prior to the present study. With no current estimate of use there has been no satisfactory method of estimating projected use. It is understandable, therefore, that during the course of the study of public libraries in New York State, the Evaluation Division of the State Education Department saw the need for making some prognostications of future library use. The user survey provided a valuable tool in assisting in measuring and projecting library use in terms of numbers and types of users. Tables I-IV provided the percent of persons, defined by educational level and age, who used the libraries during the week of the survey. By combining these percents in one distribution and inspecting for modality, a representative percent of use for each grouping could be discovered. The representative figure was further verified by finding the arithmetic mean of the distribution. The mean percents were found to correspond closely to the modal percents. Projecting from the sample findings by this procedure yielded some statewide estimates concerning current use patterns.

Such knowledge of the percent of users of differing types, with differing interests, who visit a sample of the libraries can be useful in State-level planning. Table XXIII presents much interesting data. For example, judging by the user surveys: approximately 5 percent of all students ages 5 to 24 living in the library service area will visit the library in one week; among the adults over 25 years of age, use of the library increases as the level of educational attainment rises; on the average, only 1 percent of those with less than a high school education visit the library during the week, whereas 12 percent of those with four or more years of college visit; approximately 3 percent of the high school graduates and 7 percent of those who attended college for 1 to 3 years appear to be visiting their public libraries in a week.

TABLE XXIII

Estimated Weekly Library Usage in New York State

	Estimated Proportion[a] of Population (by age and education groups) Using Libraries	Reading Age Population in 1960[b]	Estimated No. of Users	Estimated Reading Age Population in 1985[c]	Estimated No. of Users	Percentage Increase in Users
5 to 24 Years of Age	5%	4 968 000	248 000	7 115 000	355 000	43
25 Years and Over Education Achieved:						
Under High School	1%	5 988 000	60 000	3 531 000	35 000	-41
High School Education (no college)	3%	2 431 000	73 000	4 726 000	142 000	95
1-3 Years College	7%	804 000	56 000	1 891 000	132 000	136
4 or More Years College	12%	901 000	108 000	2 149 000	258 000	139
Total for Reading-age Population	3.6%[d]	15 092 000	545 000	19 412 000	922 000[d]	69

(a) Proportion of population using libraries estimated from data collected in user survey.
(b) U.S. Census, 1960 (ages 5 and above).
(c) These projections were made by assuming 350,000 births a year and adjusting the cohorts by percents obtained to agree with the population projection in U.S. Department of Commerce "Current Population Reports," Series P-25, No. 326, February 7, 1966, p.40. The educational attainment estimates were derived from "The Regents Statewide Plan for the Expansion and Development of Higher Education, 1964." No adjustments were made in these figures for migration.
(d) As a result of the increase in population with a higher level of education, total population of reading age using the library in a week will rise from 3.6 percent to 4.8 percent in 1985.

TABLE XXIV

Estimated Weekly Library Usage in New York State
(Comparison of present estimated use rate and use rate based on use in upper quartile of libraries in user survey)

	Estimated Proportion[a] of Population (by age and education level) Using Libraries (use based on total sample)	Reading Age Population in 1960[b]	Estimated No. of Users	Estimated Proportion of Population Using Library in 1985 (use based on upper quartile of sample)	Reading Age Population in 1985[c]	Estimated No. of Users	Percentage Increase in Users
5 to 24 Years of Age	5%	4 968 000	248 000	9%	7 115 000	640 000	158%
25 Years and Over Education Achieved:							
Under High School	1%	5 988 000	60 000	1.5%	3 531 000	53 000	-12%
High School Graduation (no college)	3%	2 431 000	73 000	5%	4 726 000	236 000	223%
1-3 Years College	7%	804 000	56 000	13%	1 891 000	246 000	339%
4 or More Years College	12%	901 000	108 000	17%	2 149 000	365 000	238%
Total Reading Age Population	3.6%	15 092 000	545 000	7.9%	19 412 000	1 540 000	183%

(a) Proportion of population using libraries estimated from data collected in user survey.
(b) U.S. Census, 1960 (ages 5 and above).
(c) These projections were made by assuming 350,000 births a year and adjusting the cohorts by percents obtained to agree with the population projection in U.S. Department of Commerce "Current Population Reports," Series P-25, No. 326, February 7, 1966, p.40. The educational attainment estimates were derived from "The Regents Statewide Plan for the Expansion and Development of Higher Education, 1964." No adjustments were made in these figures for migration.

To plan a reasonable level of service in the future, it is necessary to have some estimate, however rough, of the actual number of persons who can be expected to make use of the library. The U.S. Census provides long term estimates of population up to 1985 and long term estimates of the number of students in schools and colleges prepared by the New York State Education Department provides educational trends. Using these data, estimates of population by educational attainment can be prepared and employed to estimate library use if the intensity of use remains at present levels. The procedure is somewhat complicated and is presented in detail in Appendix C.

Table XXIII shows the results. As can be seen, the estimated current use of public libraries in the State totals 545,000 and weekly use in 1985 is estimated at 922,000, an increase of 69 percent. These figures do not take into account changes in educational techniques. They represent only the increased use due to the changing total population and its educational make-up. The estimate is rough and probably too conservative but it indicates that library use in New York State is likely to increase at a faster pace than the rate of population growth.

If, as it is hoped, the level of library service can be raised throughout the State, the number of visitors to the library in one week can be expected to increase at a much higher rate. Table XXIV shows percent increase in library visits computed on the basis of the pattern of use in the libraries that were in the upper quartile of the distribution on which the predictions in Table XXIII were made. This table shows an increase in overall use of 183 percent and gives an indication of what can be expected if all libraries can be brought up to the standard of performance achieved by the better-drawing libraries at the present time.

As will be noted in the use estimate for 1985 in Tables XXIII and XXIV, the largest increase in use will be among persons with some education at the college level. The user survey shows conclusive evidence that this group uses the library much more heavily than other portions of the population. Because of this and because this group is increasing more rapidly than the population as a whole, projection of library use on the basis of a simple overall rate of increase for the total population would be misleading and tends to underestimate the demands that will be placed on libraries in the next 20 years.

Such projections have obvious implications for statewide and State-level planning. The importance of similar local-level forecasting should not, however, be overlooked in connection with both long and short-range planning for community library service.

They have, for example, profound implications for library building programs. Present standards for new buildings or remodeling of older units to meet increased community demands are frequently figured by using the number of persons in the library service area. Since not all sectors of the population use the library with the same intensity and since communities differ in the makeup of their populations in terms of high and low socioeconomic grouping and educational level, perhaps a standard that outlines the expectation of library use a little more definitively would give an added dimension to the standards and extend their usefulness as a tool in designing building programs. On the other hand, technology will no doubt offer microreading materials, cutting down vastly on storage and shelving space.

Service programs can also be redefined and refined on at least a short-term basis by such forecasts. It is possible to ascertain with a fair degree of accuracy

how many students or college graduates live in a given community at the present time; present and immediate future needs can be thus forecast. Indeed, much of the necessary data may already be at hand from local school districts or regional planning resources and factors such as migration, omitted in the statewide summary, could easily be incorporated. But what of the distant future? Will the same volume of materials, the same amount of staff hours, fulfill the demands for library service in 1975 or 1985? With an increasing population, how much must be done, and in what areas, just to maintain present standards of service? How much must be done to move ahead?

Adequate library service is, and will continue to be, one of the criteria of an advancing and productive society. Librarians are facing a challenge that will increase in intensity as more and more of the population advance to the level of education which instills in them a desire for further knowledge in a variety of fields. Both the student and the adult library patron will be looking to the library of the future to fulfill their requirements; only by carefully laying the groundwork now, and working toward a realistic estimate of the future demands that will be made upon them, can the libraries meet this challenge.

APPENDIX A

MISCELLANEOUS TABLES COMPILED FROM USER SURVEY DATA

TABLE 1

Percent Comparison of Frequency of Use by Total Users[1]

Central Library	Total Users[2]	Percent of Total Users — Last Time Visited Library						
		Never	1 Week	2 Weeks	1 Month	6 Months	1 Year	Over 1 Year
C'1	680	1	41	22	15	13	4	1
H'	1 950	1	53	26	11	2	2	2
C'2	1 700	1	59	22	12	1	1	--
A'1	2 860	5	41	27	18	4	2	2
Q'	1 370	6	33	31	21	4	1	2
L'	2 960	1	43	33	11	4	1	1
R'	2 230	1	56	26	10	1	1	3
A'2	3 830	5	44	29	14	3	--	2
M'	2 630	2	50	25	13	3	2	2
B'	2 490	4	44	27	14	3	--	2
I'	2 680	4	38	27	18	6	1	4
S'	2 540	6	45	30	12	3	--	2
D'	3 740	5	34	28	19	7	2	3
E'	5 080	4	40	21	21	8	1	2
K'	8 220	7	36	21	21	5	1	1
Average*	2 997	4	44	26	15	4	1	2

TABLE 2

Percent Comparison of Frequency of Use by Total Users[1]

Noncentral Library	Total Users[2]	Percent of Total Users — Last Time Visited Library						
		Never	1 Week	2 Weeks	1 Month	6 Months	1 Year	Over 1 Year
Q"1	260	--	19	23	42	8	--	--
N"	160	--	62	19	--	6	--	6
Q"2	180	--	83	11	6	--	--	--
R"	390	--	51	31	13	--	--	3
E"1	560	7	46	21	9	4	2	5
K"1	840	--	48	30	20	2	--	--
I"	820	1	55	22	17	2	1	--
E"2	680	1	26	41	25	3	--	--
P"	170	6	12	47	24	6	--	6
C"	1 070	3	56	30	7	1	1	1
A"1	1 940	4	53	25	12	3	1	1
A"2	1 970	4	48	27	17	2	--	2
K"2	830	1	30	26	24	13	1	4
A"3	1 310	1	40	32	18	3	2	2
A"4	2 200	3	51	25	13	4	--	1
K"3	1 730	3	34	32	24	5	1	--
Average*	944	2	45	28	17	4	1	2

(1) Percents based on 10 percent sample of total users.

(2) This figure is 10 times actual count to approximate total sample.

*Arithmetic average of percents shown giving equal weight to each library.

TABLE 3

Percent of Total Users Visiting Library for Various Purposes[1]

Central Library	No. of Total Users[2]	Purpose								
		Browse or Read	Study	General Reading	Answer Ques-tions	Materials For School	Materials For Child	Materials For Other	Meet Friends	Other
C'1	680	34	16	44	18	29	4	6	6	9
H'	1 950	19	9	50	13	15	8	10	3	18
C'2	1 700	19	8	63	14	8	3	11	2	14
A'1	2 860	18	17	35	17	36	5	9	7	13
Q'	1 370	18	12	42	15	19	8	7	3	20
L'	2 960	30	19	47	20	24	4	18	9	10
R'	2 230	24	12	50	16	14	6	4	2	16
A'2	3 830	18	11	42	14	27	9	12	6	16
M'	2 630	18	11	43	11	16	4	12	3	24
B'	2 490	31	28	46	27	37	4	22	13	10
I'	2 680	27	16	35	14	34	4	11	3	13
S'	2 540	22	14	44	18	27	4	11	5	12
D'	3 740	21	12	30	15	33	1	12	2	15
E'	5 080	23	16	29	22	21	2	18	3	23
K'	8 220	35	30	34	31	40	3	22	8	9
Average*		24	15	42	18	25	5	12	5	15

TABLE 4

Percent of Total Users Visiting Library for Various Purposes[1]

Non-central Library	No. of Total Users[2]	Purpose								
		Browse or Read	Study	General Reading	Answer Ques-tions	Materials For School	Materials For Child	Materials For Other	Meet Friends	Other
Q"1	260	12	12	42	12	19	8	4	8	15
N"	160	44	6	56	19	25	--	12	--	--
Q"2	180	6	22	44	17	6	6	--	--	28
R"	390	23	21	56	3	13	--	8	3	10
E"1	560	23	18	39	12	29	2	12	4	18
K"1	840	39	14	74	23	19	4	13	8	18
I"	820	12	12	46	9	22	7	6	2	24
E"2	680	21	6	47	7	13	10	7	3	19
P"	170	12	--	59	--	6	24	6	--	18
C"	1 070	15	7	20	4	9	3	5	4	7
A"1	1 940	15	12	46	8	26	6	10	5	20
A"2	1 970	18	11	45	13	23	17	10	3	20
K"2	830	37	12	49	24	41	5	18	7	9
A"3	1 310	19	7	40	9	22	7	10	5	10
A"4	2 200	16	12	45	10	25	11	8	5	13
K"3	1 730	24	9	66	16	22	12	14	7	12
Average*		21	11	48	12	20	8	9	4	15

[1] Percents based on 10 percent sample of total users.
[2] This figure is 10 times actual count to approximate total sample.
*Arithmetic average of percents shown giving equal weight to each library.

TABLE 5

Use of Library Resources by Total Users[1]

Central Library	Total Users[2]	Percent of Total Users — Type of Resources: Lending Collection	Indices	Reference Collection	Periodicals	Business Collection	History Collection	Card Catalog	Interlibrary Loan	Other
C'1	680	21	13	29	15	6	4	32	--	3
H'	1 950	38	13	14	19	6	5	35	7	8
C'2	1 700	45	7	14	18	6	4	34	4	7
A'1	2 860	33	17	36	21	5	3	38	5	5
Q'	1 370	30	8	18	16	4	2	34	--	11
L'	2 960	31	14	22	24	9	5	43	3	5
R'	2 230	36	13	21	18	7	4	30	1	5
A'2	3 830	29	11	22	12	4	5	34	6	9
M'	2 630	36	8	19	13	5	4	29	2	10
B'	2 490	31	16	31	22	10	10	45	6	7
I'	2 680	37	17	22	21	3	5	48	3	4
S'	2 540	32	12	22	20	7	4	36	4	5
D'	3 740	30	12	23	13	9	5	36	1	8
E'	5 080	32	14	20	17	13	5	32	1	12
K'	8 220	32	19	31	25	9	9	49	3	7
Average*		36	8	23	16	4	5	32	7	5

TABLE 6

Use of Library Resources by Total Users[1]

Non-central Library	Total Users[2]	Percent of Total Users — Type of Resources: Lending Collection	Indices	Reference Collection	Periodicals	Business Collection	History Collection	Card Catalog	Interlibrary Loan	Other
Q"1	260	27	4	27	8	4	4	19	12	--
N"	160	38	--	19	12	--	--	19	12	6
Q"2	180	44	--	33	22	6	6	39	11	6
R"	390	51	18	15	23	--	3	10	8	8
E"1	560	18	9	18	12	5	--	27	5	9
K"1	840	50	20	29	30	7	11	52	14	4
I"	820	39	9	34	17	9	6	30	4	7
E"2	680	26	7	10	13	4	1	28	4	6
P"	170	65	--	12	--	--	--	6	--	--
C"	1 070	35	10	24	26	3	7	31	10	10
A"1	1 940	37	9	23	14	4	4	39	1	5
A"2	1 970	33	10	24	15	4	4	39	7	9
K"2	830	20	14	28	22	6	16	54	11	2
A"3	1 310	28	5	24	14	8	2	37	3	2
A"4	2 220	35	5	29	16	4	5	40	5	6
K"3	1 730	38	6	13	14	2	3	34	5	5
Average*		36	8	23	16	4	5	32	7	5

[1]Percents based on 10 percent sample of total users.
[2]This figure is 10 times actual count to approximate total sample.
*Arithmetic average of percents shown giving equal weight to each library.

TABLE 7

Percent of Total Users Using Staff Help[1]

Central Library	No. of Total Users[2]	Type of Help: Directions	Card Catalog	Answer Questions	Reading Selection	Reading List	Book Review	School Assignment	Other
C'1	680	12	4	6	12	1	4	12	3
H'	1 950	8	6	4	4	1	1	6	4
C'2	1 700	6	9	6	14	2	2	5	4
A'1	2 860	17	6	16	4	--	2	12	4
Q'	1 370	7	2	4	7	--	1	2	5
L'	2 960	10	6	5	4	2	1	5	3
R'	2 230	7	5	4	4	--	2	4	7
A'2	3 830	11	4	6	4	2	3	11	4
M'	2 630	12	5	7	6	2	2	7	6
B'	2 490	12	11	10	8	--	4	12	5
I'	2 680	12	4	7	2	1	2	10	6
S'	2 540	13	3	4	1	1	2	5	4
D'	3 740	21	5	5	3	1	2	9	6
E'	5 080	17	5	7	4	1	1	6	5
K'	8 220	25	11	12	7	2	6	18	3
Average*		12	5	6	5	1	2	8	4

TABLE 8

Percent of Total Users Using Staff Help[1]

Non-central Library	No. of Total Users[2]	Type of Help: Directions	Card Catalog	Answer Questions	Reading Selection	Reading List	Book Review	School Assignment	Other
Q"1	260	8	8	--	8	--	8	12	--
N"	160	--	--	6	6	12	6	12	--
Q"2	180	6	6	--	17	--	--	6	--
R"	390	10	5	5	18	--	--	13	5
E"1	560	5	2	5	5	2	--	4	5
K"1	840	11	11	8	9	1	5	4	2
I"	820	5	6	5	2	1	2	5	6
E"2	680	7	1	1	6	--	--	1	3
P"	170	12	6	--	6	--	--	12	--
C"	1 070	10	7	7	9	5	5	4	6
A"1	1 940	9	6	5	4	1	1	7	3
A"2	1 970	7	4	6	4	--	2	9	4
K"2	830	12	17	13	12	5	8	14	2
A"3	1 310	5	4	4	4	1	3	4	2
A"4	2 200	14	5	7	4	2	2	10	5
K"3	1 730	9	3	6	10	2	5	9	4
Average*		8	6	5	8	2	3	8	3

[1]Percents based on 10 percent sample of total users.
[2]This figure is 10 times actual count to approximate total sample.
*Arithmetic average of percents shown giving equal weight to each library.

TABLE 9

Use of Reading Sources Other than Library by Total Users[1]

Central Library	Total Users[2]	Percent of Total Users: Sources Used Other than Library: School Library	Library at Work	Paperback & Newsstands	Magazines & Newspapers	Book Stores	Book Clubs	Others
C'$_1$	680	53	4	49	60	29	12	7
H'	1 950	29	9	58	79	39	21	11
C'$_2$	1 700	21	9	37	76	21	18	11
A'$_1$	2 860	48	12	60	72	30	13	10
Q'	1 370	30	13	53	66	35	12	10
L'	2 960	41	10	52	75	35	18	10
R'	2 230	33	10	44	70	23	20	15
A'$_2$	3 830	38	7	56	65	23	16	5
M'	2 630	32	6	46	72	25	22	11
B'	2 490	50	17	59	70	45	14	9
I'	2 680	44	12	59	70	29	15	11
S'	2 540	45	9	59	74	26	14	10
D'	3 740	45	10	50	70	33	13	9
E'	5 080	34	13	53	72	34	16	11
K'	8 220	49	12	63	71	38	14	9
Average*		40	10	53	71	31	16	10

TABLE 10

Use of Reading Sources Other than Library by Total Users[1]

Non-central Library	Total Users[2]	Percent of Total Users: Sources Used Other than Library: School Library	Library at Work	Paperback & Newsstands	Magazines & Newspapers	Book Stores	Book Clubs	Others
Q"$_1$	260	42	19	65	58	23	27	8
N"	160	50	--	44	75	25	31	6
Q"$_2$	180	17	--	44	83	22	33	11
R"	390	33	8	46	77	13	21	5
E"$_1$	560	39	4	48	64	34	20	2
K"$_1$	840	26	12	70	83	33	29	8
I"	820	41	12	44	71	18	15	11
E"$_2$	680	26	4	53	69	13	21	7
P"	170	24	--	71	76	18	24	12
C"	1 070	41	8	39	68	11	21	15
A"$_1$	1 940	42	6	63	75	31	15	13
A"$_2$	1 970	38	7	58	75	25	18	11
K"$_2$	830	48	11	60	66	22	17	6
A"$_3$	1 310	34	8	43	73	16	21	16
A"$_4$	2 200	36	6	58	77	25	16	11
K"$_3$	1 730	40	10	61	76	41	25	10
Average*		36	7	54	73	23	22	10

(1) Percents based on 10 percent sample of total users.
(2) This figure is 10 times actual count to approximate total sample.
*Arithmetic average of percents shown giving equal weight to each library.

TABLE 11

Percent of Total Users Using Library Other than Local Library[1]

Central Library	Total Users[2]	Percent of Total Users: Times Visited Library Other than Local - 1 year: Never	1-5	6-10	10+	Reasons for Visiting Library Other than Local: Closer School Bus	Closer Shop	Bigger Collection	Stronger Field	Staff Help	More Comfo.	Easy Park	Open Needed	Other
C'1	680	49	24	3	13	16	--	10	3	1	--	3	3	7
H'	1 950	49	21	3	14	13	3	18	10	2	2	2	4	6
C'2	1 700	45	3	3	14	9	--	14	9	2	1	1	5	6
A'1	2 860	42	21	7	23	22	3	28	11	5	3	1	11	7
Q'	1 370	42	26	7	14	10	4	23	8	1	--	1	10	10
L'	2 960	34	17	4	9	11	3	19	10	3	5	4	8	3
R'	2 230	35	16	6	11	11	2	15	8	1	2	2	4	5
A'2	3 830	53	18	3	11	15	2	12	7	2	2	1	5	5
M'	2 630	33	24	7	22	14	1	33	12	2	2	4	11	8
B'	2 490	26	18	6	24	16	4	37	22	7	14	7	17	4
I'	2 680	24	26	13	30	34	5	43	22	6	5	2	15	7
S'	2 540	41	26	7	18	12	3	32	11	2	2	3	7	4
D'	3 740	17	34	11	30	28	8	48	20	6	4	4	16	4
E'	5 080	14	29	13	33	28	5	59	28	5	7	3	12	6
K'	8 220	8	28	14	33	29	9	61	38	13	27	6	29	6
Average*		35	22	7	20	18	3	30	15	4	5	3	10	6

(1) Percents based on 10 percent sample of total users.
(2) This figure is 10 times actual count to approximate total sample.
*Arithmetic average of percents shown giving equal weight to each library.

TABLE 12

Percent of Total Users Using Library Other than Local Library[1]

Non-central Library	Total Users[2]	Percent of Total Users: Times Visited Library Other than Local - 1 year: Never	1-5	6-10	10+	Reasons for Visiting Library Other than Local: Closer School Bus	Closer Shop	Bigger Collection	Stronger Field	Staff Help	More Comfo.	Easy Park	Open Needed	Other
Q"1	260	50	19	12	8	15	4	19	8	--	--	--	4	4
N"	160	56	19	--	--	12	--	6	--	--	--	--	--	--
Q"2	180	67	11	--	6	--	--	22	6	--	--	--	--	6
R"	390	56	15	8	15	10	10	5	5	5	3	--	10	10
E"1	560	46	30	4	7	7	4	21	12	--	2	--	5	5
K"1	840	20	42	6	19	11	5	32	18	4	5	5	7	17
I"	820	37	34	6	9	9	2	32	9	1	1	1	2	6
E"2	680	40	28	4	16	10	6	31	6	--	--	--	4	3
P"	170	29	53	12	--	--	6	41	6	--	--	--	--	6
C"	1 070	59	11	7	10	6	1	6	7	--	--	--	3	10
A"1	1 940	54	17	5	11	11	2	19	8	1	1	2	3	6
A"2	1 970	57	18	8	11	17	1	16	8	3	1	3	7	5
K"2	830	17	35	8	12	16	8	46	23	10	16	5	20	8
A"3	1 310	28	27	5	23	16	5	23	11	2	4	3	18	9
A"4	2 200	51	20	7	13	10	2	17	7	1	1	--	4	4
K"3	1 730	18	40	9	13	18	6	40	23	2	5	3	13	6
Average*		43	26	6	11	11	4	24	10	2	2	1	6	7

(1) Percents based on 10 percent sample of total users.
(2) This figure is 10 times actual count to approximate total sample.
*Arithmetic average of percents shown giving equal weight to each library.

TABLE 13

Purpose of Visit to Library by Children[1]

Central Library	Total Users[2]	Percent of Total Users[3] by Purpose: Look at Books	General Reading	Book for Others	Answer Question	Homework	Material for School	Material for Hobby	Attend Meeting	Meet Friends
C'1	260	38	42	4	15	23	23	12	4	12
H'	610	38	38	5	18	20	31	5	--	15
C'2	280	36	50	7	--	--	11	14	--	7
A'1	650	51	43	9	15	18	25	11	6	11
Q'	750	52	43	4	11	13	33	1	5	11
L'	650	42	54	12	11	15	23	15	8	6
R'	890	37	47	8	16	25	38	11	4	3
A'2	790	47	46	13	18	24	42	16	4	4
M'	810	41	48	6	12	19	31	6	4	5
B'	250	48	36	12	20	24	48	12	4	4
I'	340	59	56	6	6	26	32	3	6	9
S'	570	54	51	11	9	14	16	5	7	2
D'	230	39	30	13	22	52	52	17	9	13
E'	200	45	55	15	15	20	35	10	10	5
K'	650	52	38	15	26	26	29	17	14	15
Average*		45	46	9	14	21	31	10	5	8

TABLE 14

Purpose of Visit to Library by Children[1]

Non-central Library	Total Users[2]	Percent of Total Users[3] by Purpose: Look at Books	General Reading	Book for Others	Answer Question	Homework	Material for School	Material for Hobby	Attend Meeting	Meet Friends
Q"1	150	47	47	13	13	27	40	--	--	7
N"	80	12	12	--	--	25	--	12	--	--
Q"2	250	32	64	4	12	16	12	4	--	16
R"	170	65	76	6	18	24	35	12	--	12
E"1	280	54	36	7	25	39	29	11	4	32
K"1	220	41	50	9	50	55	59	9	5	41
I"	300	30	57	3	17	27	40	10	3	3
E"2	170	35	65	--	12	12	24	--	--	--
P"	140	36	50	14	29	36	50	21	--	--
C"	280	54	32	18	18	32	25	4	--	14
A"1	920	46	39	3	14	29	34	8	8	11
A"2	1 310	27	35	6	20	35	37	11	2	24
K"2	490	61	43	12	20	24	33	20	--	18
A"3	330	33	24	6	12	24	52	3	--	15
A"4	560	48	43	4	12	16	34	12	--	9
K"3	800	39	49	5	14	19	34	10	2	21
Average*		41	45	7	5	27	33	9	2	14

(1) Percents based on 10 percent sample of total users.
(2) This figure is 10 times actual count to approximate total sample.
(3) No percent computation is recorded for "no response" in the various categories.
*Arithmetic average of percents shown giving equal weight to each library.

TABLE 15

Activities of Children Visiting Library[1]

Central Library	Total Users[2]	Percent Total Users[3] — Activity: Read for Fun	Encyclopedias	Take Notes	Study	Card Catalog	General Reading	Books for Another	Talk Librarian	Talk Friends	Meeting
C'$_1$	260	15	15	12	19	8	38	12	8	23	--
H'	610	20	13	15	11	30	48	8	20	25	2
C'$_2$	280	14	4	4	7	14	43	14	14	7	7
A'$_1$	650	25	18	15	6	20	32	8	14	25	6
Q'	750	33	9	11	3	23	45	4	20	13	7
L'	650	25	15	15	5	28	55	11	34	25	6
R'	890	21	19	16	15	20	45	10	15	20	9
A'$_2$	790	25	14	11	9	29	51	6	8	14	1
M'	810	27	17	12	9	19	46	5	14	16	2
B'	250	36	28	24	8	52	40	12	40	8	4
I'	340	29	18	12	--	21	50	9	24	21	6
S'	570	25	9	5	2	18	54	9	21	12	9
D'	230	13	26	26	13	43	48	9	30	22	9
E'	200	30	15	10	5	50	65	20	15	10	10
K'	650	20	17	14	20	38	49	9	37	32	9
Average*		24	16	13	9	28	47	10	21	18	6

TABLE 16

Activities of Children Visiting Library[1]

Non-central Library	Total Users[2]	Percent Total Users[3] — Activity: Read for Fun	Encyclopedias	Take Notes	Study	Card Catalog	General Reading	Books for Another	Talk Librarian	Talk Friends	Meeting
Q"$_1$	150	40	40	20	7	13	40	--	20	7	--
N"	80	--	--	--	--	12	25	12	12	--	--
Q"$_2$	250	24	4	4	8	4	52	8	16	36	--
R"	170	41	41	18	12	18	71	6	53	24	--
E"$_1$	280	25	18	29	21	36	39	11	11	32	4
K"$_1$	220	36	50	45	23	50	68	14	50	68	5
I"	300	13	7	20	13	23	47	3	13	17	3
E"$_2$	170	29	18	18	--	24	35	6	--	6	--
P"	140	14	43	29	14	36	64	14	21	29	--
C"	280	36	21	18	21	21	36	14	14	21	--
A"$_1$	920	21	22	18	9	23	42	7	20	26	8
A"$_2$	1 310	11	27	22	12	24	37	5	14	36	1
K"$_2$	490	29	18	22	12	29	73	22	27	29	4
A"$_3$	330	24	27	15	12	30	33	6	12	18	--
A"$_4$	560	11	16	11	4	21	57	9	16	25	2
K"$_3$	800	18	12	11	8	34	54	8	20	44	1
Average*		23	23	19	11	25	48	9	20	26	2

(1)Percents based on 10 percent sample of total users.
(2)This figure is 10 times actual count to approximate total sample.
(3)No percent computation is recorded for "no response" in the various categories.
*Arithmetic average of percents shown giving equal weight to each library.

TABLE 17

Children - Use of Books[1]

Central Library	Total Users[2]	Percent of Total Users[3]											
		Number of Books - Take Home					Number of Books Read Per Month						
		0	1-2	3-4	5-6	6+	0	1	2	3-5	6-10	11-20	20+
C'$_1$	260	31	46	15	--	4	--	8	8	27	38	8	8
H'$_1$	610	21	43	20	5	3	--	11	10	33	23	5	11
C'$_2$	280	36	29	18	4	7	4	--	7	54	18	7	11
A$_1$	650	40	22	15	8	5	6	8	17	29	18	14	5
Q'	750	43	25	16	7	3	7	7	8	37	23	5	5
L'	650	22	32	22	11	6	2	3	6	32	20	22	8
R'	890	35	22	24	10	8	1	4	13	33	17	17	11
A'$_2$	790	23	33	19	8	8	1	8	14	32	23	9	8
M'	810	27	42	20	6	--	1	2	10	37	30	5	10
B'	250	16	52	20	8	--	--	12	8	24	24	24	--
I'	340	32	32	26	9	--	3	9	29	24	21	3	9
S'	570	16	32	35	--	4	4	4	9	30	14	14	12
D'	230	52	17	17	9	4	4	--	4	39	22	9	22
E'	200	15	40	15	15	5	10	5	10	20	35	10	5
K'	650	35	37	20	6	--	2	12	15	43	14	6	8
Average*		30	35	20	7	4	3	6	11	33	23	11	9

TABLE 18

Children - Use of Books[1]

Non-central Library	Total Users[2]	Percent of Total Users[3]											
		Number of Books - Take Home					Number of Books Read Per Month						
		0	1-2	3-4	5-6	6+	0	1	2	3-5	6-10	11-20	20+
Q"$_1$	150	47	33	13	--	--	7	--	20	40	20	7	7
N"	80	--	50	--	--	--	--	--	--	12	12	25	--
Q"$_2$	250	32	68	--	--	--	--	4	8	44	28	16	--
R"	170	24	65	12	--	--	--	--	6	53	29	12	--
E"$_1$	280	39	46	7	--	7	4	4	18	18	21	18	18
K"$_1$	220	18	45	14	14	9	--	--	23	32	9	23	14
I"	300	43	33	20	3	--	--	3	3	37	27	7	23
E"$_2$	170	12	41	35	--	--	--	--	12	24	41	18	6
P"	140	29	50	21	--	--	--	--	29	43	14	14	--
C"	280	50	36	4	4	4	--	4	14	46	21	7	4
A"$_1$	920	29	36	26	3	--	--	7	14	41	20	8	9
A"$_2$	1 310	31	40	17	2	7	5	11	18	37	9	5	10
K"$_2$	490	22	49	8	12	4	4	6	16	35	16	14	6
A"$_3$	330	39	52	3	--	--	3	6	15	39	18	9	3
A"$_4$	560	29	50	16	2	--	5	7	14	34	30	4	2
K"$_3$	800	38	34	21	5	--	2	10	14	28	38	8	1
Average*		30	45	14	3	2	2	4	13	35	22	13	6

(1)Percents based on 10 percent sample of total users.
(2)This figure is 10 times actual count to approximate total sample.
(3)No percent computation is recorded for "no response" in the various categories.
*Arithmetic average of percents shown giving equal weight to each library.

TABLE 19

Children - Duration of Library Visit and Companions at Library[1]

Central Library	Total Users[2]	Percent Total Users[3]								
		Time Spent in Library (minutes)			Came to Library with					
		15 or Less	16 to 60	Over 60	Nobody	Friend	Younger Brother or Sister	Older Brother or Sister	Parent	Other Adult
C'1	260	69	19	8	4	81	8	--	8	100
H'	610	46	41	7	13	28	20	3	34	2
C'2	280	61	36	4	18	43	21	11	11	7
A'1	650	42	40	12	14	37	14	14	29	5
Q'	750	31	47	15	21	31	15	8	27	17
L'	650	65	23	9	20	38	12	6	32	6
R'	890	43	33	24	15	43	21	11	22	15
A'2	790	29	48	16	11	40	28	16	33	4
M'	810	67	27	4	19	40	21	7	23	4
B'	250	36	24	28	40	12	28	12	28	8
I'	340	26	59	12	18	47	21	6	29	6
S'	570	39	46	2	7	35	21	11	35	16
D'	230	52	30	9	26	35	17	17	13	--
E'	200	20	55	15	10	30	30	20	45	--
K'	650	43	51	5	17	57	37	8	11	12
Average*		45	39	11	17	40	20	10	24	13

TABLE 20

Children - Duration of Library Visit and Companions at Library[1]

Non-central Library	Total Users[2]	Percent Total Users[3]								
		Time Spent in Library (minutes)			Came to Library with					
		15 or Less	16 to 60	Over 60	Nobody	Friend	Younger Brother or Sister	Older Brother or Sister	Parent	Other Adult
Q"1	150	53	40	--	20	53	13	7	7	--
N"	80	38	12	--	50	--	--	--	--	--
Q"2	250	72	28	--	16	68	20	--	12	--
R"	170	47	47	6	41	47	--	12	--	--
E"1	280	61	36	4	25	43	18	14	32	7
K"1	220	36	32	32	27	68	5	5	14	5
I"	300	57	33	10	23	23	17	17	30	3
E"2	170	18	71	12	6	18	29	6	53	6
P"	140	--	93	7	14	43	29	--	29	--
C"	280	64	25	7	18	39	29	14	14	--
A"1	920	45	39	13	26	27	16	8	32	1
A"2	1 310	30	37	27	25	40	15	5	18	2
K"2	490	53	35	10	22	55	10	4	6	--
A"3	330	27	42	21	6	58	15	3	30	6
A"4	560	59	29	9	18	34	23	9	39	5
K"3	800	52	34	11	22	41	16	15	29	6
Average*		44	40	11	22	41	16	7	22	3

(1) Percents based on 10 percent sample of total users.

(2) This figure is 10 times actual count to approximate total sample.

(3) No percent computation is recorded for "no response" in the various categories.

*Arithmetic average of percents shown giving equal weight to each library.

TABLE 21

Children - Means of Access to Library[1]

Central Library	Total Users[2]	Percent of Total Users[3]									
		Came to Library By					Came to Library From				
		Foot	Car	Bus	Bi-cycle	Other	Home	School	Play-ground	Shop-ping	Other
C'1	260	62	27	--	8	--	58	31	--	4	4
H'	610	25	54	--	15	--	70	11	--	--	10
C'2	280	64	29	7	--	--	68	21	--	11	--
A'1	650	43	43	5	8	--	74	12	--	2	11
Q'	750	48	41	3	3	--	61	23	--	3	8
L'	650	34	52	6	5	--	78	12	2	3	2
R'	890	31	56	1	11	--	64	31	--	2	2
A'2	790	18	49	16	10	1	80	10	--	4	1
M'	810	59	36	--	2	--	60	28	--	5	4
B'	250	24	52	12	8	--	76	16	--	--	4
I'	340	38	35	12	9	6	76	9	3	3	9
S'	570	32	56	--	4	--	53	26	2	4	5
D'	230	39	30	30	--	--	57	26	--	4	13
E'	200	20	55	20	--	--	60	15	--	5	15
K'	650	80	9	2	6	4	60	32	--	5	3
Average*		41	42	8	6	1	66	20	--	4	6

TABLE 22

Children - Means of Access to Library[1]

Non-central Library	Total Users[2]	Percent of Total Users[3]									
		Came to Library By					Came to Library From				
		Foot	Car	Bus	Bi-cycle	Other	Home	School	Play-ground	Shop-ping	Other
Q"1	150	60	27	--	13	--	53	47	--	--	--
N"	80	37	12	--	--	--	25	25	--	--	--
Q"2	250	80	20	--	--	--	32	60	--	--	8
R"	170	53	--	--	47	--	71	12	--	6	12
E"1	280	50	43	--	4	4	64	29	--	--	7
K"1	220	68	23	5	5	--	36	50	--	--	9
I"	300	37	40	--	23	--	80	7	--	3	10
E"2	170	--	100	--	--	--	65	24	--	--	12
P"	140	50	50	--	--	--	79	14	--	7	--
C"	280	39	54	--	4	--	82	7	--	--	7
A"1	920	30	54	--	13	1	80	12	--	3	3
A"2	1 310	39	45	1	12	1	75	8	5	4	5
K"2	490	73	16	2	6	--	57	35	--	--	6
A"3	330	39	36	--	24	--	85	12	--	3	--
A"4	560	21	61	--	16	--	93	5	--	--	--
K"3	800	35	46	--	15	4	76	10	--	2	11
Average*		44	39	--	11	1	66	22	--	2	6

[1]Percents based on 10 percent sample of total users.
[2]This figure is 10 times actual count to approximate total sample.
[3]No percent computation is recorded for "no response" in the various categories.
*Arithmetic average of percents shown giving equal weight to each library.

TABLE 23

Children - Percent by Grade Level of Total Users Visiting Library in One Week[1]

Central Library	Total Users[2]	Percent of Total Users Who Are in Grade								Percent No Response
		2	3	4	5	6	7	8	8+	
C'1	260	4	8	8	15	42	19	4	--	--
H'	610	3	10	16	7	21	20	7	8	8
C'2	280	--	7	25	11	28	11	18	--	--
A'1	650	6	6	2	6	12	22	32	3	11
Q'	750	9	8	9	16	11	7	11	8	21
L'	650	1	2	17	9	29	9	5	5	23
R'	890	6	8	13	21	25	9	15	2	1
A'2	790	14	6	22	19	28	6	4	1	--
M'	810	7	6	9	20	17	10	16	10	5
B'	250	4	20	8	32	8	20	--	8	--
I'	340	--	--	18	20	26	9	12	6	9
S'	570	7	7	17	12	25	9	3	2	18
D'	230	4	--	9	30	13	35	4	5	--
E'	200	10	10	5	5	15	20	10	15	10
K'	650	3	1	14	34	25	12	11	--	--
Average*		5	7	13	17	22	15	10	5	7

TABLE 24

Children - Percent by Grade Level of Total Users Visiting Library in One Week[1]

Non-central Library	Total Users[2]	Percent of Total Users Who Are in Grade								Percent No Response
		2	3	4	5	6	7	8	8+	
Q"1	150	13	7	--	13	27	27	--	13	--
N"	80	50	--	25	--	--	--	12	12	--
Q"2	250	12	4	20	16	4	32	4	8	--
R"	170	--	6	12	29	41	6	--	--	6
E"1	280	7	11	4	25	18	7	14	14	--
K"1	220	--	--	5	5	5	50	36	--	--
I"	300	3	3	7	30	40	7	3	3	3
E"2	170	18	6	23	12	23	6	12	--	--
P"	140	--	--	14	7	29	22	14	14	--
C"	280	11	4	7	21	7	32	11	7	--
A"1	920	7	5	8	13	16	16	19	3	13
A"2	1 310	7	5	8	15	12	15	19	17	2
K"2	490	6	8	20	8	6	20	22	6	2
A"3	330	3	15	12	21	40	6	3	--	--
A"4	560	2	4	11	14	30	32	5	2	--
K"3	800	4	8	14	22	31	12	6	1	1
Average*		9	5	12	15	21	18	11	6	2

[1]Percents based on 10 percent sample of total users.
[2]This figure is 10 times actual count to approximate total sample.
*Arithmetic average of percents shown giving equal weight to each library.

TABLE 25

Descriptive Data Concerning Library Use by Children[1]

Central Library	Total Users[2]	Percent of Total Users[3]											
		Get What Came For			Lib. at School		Staff Help		Use Adult Library		Did Enjoy		
		Yes	No	Partly	Yes	No	Yes	No	Yes	No	Yes	No	Partly
C'1	260	77	8	8	73	19	19	73	15	81	85	8	4
H'	610	70	3	13	89	--	28	61	16	75	82	2	8
C'2	280	93	4	4	82	18	21	75	--	100	93	--	7
A'1	650	69	6	12	80	14	35	57	15	78	91	2	5
Q'	750	73	4	11	83	8	35	57	17	72	89	3	--
L'	650	75	--	8	83	3	31	58	20	66	89	5	2
R'	890	79	7	12	83	17	29	67	12	85	83	8	8
A'2	790	71	5	16	95	--	30	63	9	84	85	4	5
M'	810	83	7	6	88	9	28	68	21	75	94	2	1
B'	250	76	--	12	88	8	52	40	44	48	88	--	8
I'	340	79	9	9	85	9	47	53	32	65	76	6	15
S'	570	77	5	11	79	7	42	46	16	72	91	--	--
D'	230	70	9	17	91	9	48	52	13	83	87	4	9
E'	200	75	5	10	65	20	40	50	35	60	95	--	--
K'	650	72	11	14	66	32	32	66	15	85	85	6	9
Average*		76	6	11	82	12	34	59	19	75	88	3	5

TABLE 26

Descriptive Data Concerning Library Use by Children[1]

Non-central Library	Total Users[2]	Percent of Total Users[3]											
		Get What Came For			Lib. at School		Staff Help		Use Adult Library		Did Enjoy		
		Yes	No	Partly	Yes	No	Yes	No	Yes	No	Yes	No	Partly
Q"1	150	80	--	7	93	7	47	53	20	80	93	7	--
N"	80	62	--	12	50	--	12	25	--	50	50	--	--
Q"2	250	84	4	12	96	4	28	72	24	76	88	--	12
R"	170	88	6	6	94	--	35	65	24	76	100	--	--
E"1	280	79	4	7	100	--	32	64	18	82	79	11	11
K"1	220	64	5	18	95	5	41	55	50	50	86	--	18
I"	300	70	10	13	100	--	23	73	20	80	90	7	--
E"2	170	88	--	6	94	--	12	88	18	82	100	--	--
P"	140	79	7	14	100	--	21	71	57	43	100	--	--
C"	280	75	7	14	96	--	29	64	7	89	82	4	11
A"1	920	74	5	9	88	7	34	63	28	63	82	3	12
A"2	1 310	54	14	21	90	8	25	66	40	54	66	12	17
K"2	490	69	6	18	53	45	29	67	18	80	82	6	12
A"3	330	73	3	15	70	27	24	70	12	82	85	--	9
A"4	560	62	5	18	80	18	25	70	21	71	84	5	9
K"3	800	68	12	14	98	2	14	82	24	75	84	10	8
Average*		73	6	13	81	8	27	66	24	70	84	4	7

(1)Percents based on 10 percent sample of total users.
(2)This figure is 10 times actual count to approximate total sample.
(3)No percent computation is recorded for "no response" in the various categories.
*Arithmetic average of percents shown giving equal weight to each library.

Appendix B
Sample User Questionnaires

State Education Department
University of the State of New York
Albany, New York

000 001

18

Day
01

Adult Questionnaire

The State Education Department is making a user survey of this library. Your cooperation is requested in filling out the attached questionnaire. Most of you will receive only the very short questionnaire at the bottom of this page. A random sample of one person in ten will find additional sheets attached which we would like to have you fill out if you receive it. This goes into more detail on the kind of person you are and the way you use the library. Please fill out the questionnaire even if you have filled it out before because each visitor, even a repeat visitor, is a user and should be in our sample.

		Check	Office use only Card 1
1. Have you already filled out one of these questionnaires?	Yes	_____	(1) - 13
	No	_____	(2)
		NR	(3)
2. Are you	Male	_____	(1) - 14
	Female	_____	(2)
		NR	(3)
3. Check the highest school grade you have completed.	8 or below	_____	(1) - 15
	9-11	_____	(2)
	12	_____	(3)
	1-3 years of college	_____	(4)
	4 years college or more	_____	(5)
		NR	(6)
4. Check where you live.	In Albany	_____	(1) - 16
	Rest of Albany County	_____	(2)
	Outside Albany County	_____	(3)
		NR	(4)
5. What were your purposes in coming to this library today? (Check all items that apply)			
Read or study in the library		_____	(1) - 17
Get some general reading to take home		_____	(1) - 18
Get the answer to a question		_____	(1) - 19
Get some material for a school assignment		_____	(1) - 20
Get some material-other than school assignment		_____	(1) - 21
Other		_____	(1) - 22
6. Check your age.	Under 10	_____	(1) - 23
	10-14	_____	(2)
	15-19	_____	(3)
	20-24	_____	(4)
	25-29	_____	(5)
	30-49	_____	(6)
	50-64	_____	(7)
	Over 64	_____	(8)
		NR	(9)
7. Are you a student?	Yes	_____	(1) - 24
	No	_____	(2)
		NR	(3)

8. Occupation (Check one)

Full Time

Professional and managerial (doctor, teacher, auditor, office head, etc.) _____ (1) - 25

Clerical and sales (clerk, salesman, stenographer, etc.) _____ (2)

Services (waiter, housekeeper, policeman, etc.) _____ (3)

Farming, fishery, forestry, horticulture _____ (4)

Skilled worker (carpenter, foreman, baker, etc.) _____ (5)

Semi-skilled worker (deliveryman, sewing machine operator, etc.) _____ (6)

Laborer _____ (7)

Part-time; not working for pay, students etc. _____ (8)

9. Activities other than paid employment (Check one, the most representative)

Student, full time High School _____ (1) - 26

Student, full time College _____ (2)

Homemaker _____ (3)

Retired _____ (4)

Seeking work _____ (5)

Combination _____ (6)

10. How many miles is your home from this library?

Under 1 _____ (1) - 27

1-5 _____ (2)

6-10 _____ (3)

Over 10 _____ (4)

11. Did you come to the library from? (Check one)

Home _____ (1) - 28

School _____ (2)

Place of business _____ (3)

Shopping area _____ (4)

Other _____ (5)

12. What was your purpose in coming to this library today? (Check all items that apply.)

Browse or read _____ (1) - 29

Study _____ (1) - 30

Get general reading to take home _____ (1) - 31

Get the answer to a question _____ (1) - 32

Get material for my schoolwork _____ (1) - 33

Get material for my child's schoolwork _____ (1) - 34

Get material on a topic other than a school assignment _____ (1) - 35

Meet friends _____ (1) - 36

Other (specify) _____ (1) - 37

13. How many minutes have you been in this library on this visit?

Less than 15 _____ (1) - 38

16-60 _____ (2)

Over 60 _____ (3)

14. When was the last time you came here?

Never before _____ (1) - 39

Within 1 week _____ (2)

2 weeks _____ (3)

1 month _____ (4)

6 months _____ (5)

1 year _____ (6)

Over 1 year ago _____ (7)

15. What did you do here today? (Mark all that apply)

Browsed or read _____ (1) - 40

Took notes from library material _____ (1) - 41

Sought the answer to a question _____ (1) - 42

Studied, using my own books and notes _____ (1) - 43

Selected material to take home _____ (1) - 44

Left my name on a waiting list for material _____ (1) - 45

Looked at exhibits _____ (1) - 46

Attended a meeting _____ (1) - 47

Other (specify) _____ (1) - 48

16. What library resources did you use? (Check all that apply.)

Lending collection	_____	(1) - 49
Indexes to magazines and newspapers	_____	(1) - 50
Encyclopedias and other general reference books	_____	(1) - 51
Magazines and newspapers	_____	(1) - 52
Business information sources	_____	(1) - 53
Local history collection	_____	(1) - 54
Card Catalog	_____	(1) - 55
Interlibrary loan request	_____	(1) - 56
Other (specify)	_____	(1) - 57

17. If you consulted a staff member, indicate all the types of assistance you sought.

Card 2

Did not consult a staff member	_____	(1) - 13
Directions to material or facilities	_____	(1) - 14
Using the card catalog	_____	(1) - 15
Finding the answer to a question	_____	(1) - 16
Selection of general reading	_____	(1) - 17
Preparation of a reading list, planning a program or meeting	_____	(1) - 18
Finding a book to review	_____	(1) - 19
Finding material for a school assignment	_____	(1) - 20
Other (specify)	_____	(1) - 21

18. Did you get what you come for? (Check one)

Yes	_____	(1) - 22
Books wanted not in collection	_____	(2)
Magazines wanted not in the library	_____	(3)
Material needed being used by someone else	_____	(4)
Do not know how to find material	_____	(5)
Catalog and indexes too confusing	_____	(6)
Librarians not helpful	_____	(7)
Other reasons for failure	_____	(8)

19. Indicate below the number of books you are checking out today.

0	_____	(1) - 23
1-2	_____	(2)
3-4	_____	(3)
5-9	_____	(4)
Over 9	_____	(5)

20. Do you frequently? Check books out for children _____ (1) - 24

21. Do you frequently?

Check out magazines	_____	(1) - 25
Check out recordings	_____	(1) - 26
Check out other non-book materials	_____	(1) - 27

22. Do you seek information from this library by telephone?

Have never done so	_____	(1) - 28
Occasionally	_____	(2)
At least once a month	_____	(3)

23. In the past 12 months, how many times have you gone to a public library that is not the one nearest your home?

Never (if so skip 24)	_____	(1) - 29
1-5	_____	(2)
6-10	_____	(3)
More than 10	_____	(4)

24. Why have you gone to libraries more distant from your home? (Check all items that apply)

Closer to school or place of business	_____	(1) - 30
Closer to where I shop	_____	(1) - 31
Bigger library collection	_____	(1) - 32
Stronger in my interest field	_____	(1) - 33
Staff more helpful	_____	(1) - 34
More comfortable	_____	(1) - 35
Easier to park	_____	(1) - 36
Open when needed	_____	(1) - 37
Other (specify)	_____	(1) - 38

25. How many books do you read in a month?

0	_____	(1) • 39
1-2	_____	(2)
3-4	_____	(3)
5-6	_____	(4)
Over 6	_____	(5)

26. How many books did you check out from public libraries in the past month?

0	_____	(1) • 40
1-2	_____	(2)
3-4	_____	(3)
5-6	_____	(4)
7-8	_____	(5)
8-9	_____	(6)
Over 9	_____	(7)

27. What are your sources of reading material other than public libraries? (Check each item)

School library	_____	(1) • 41
Library at work	_____	(1) • 42
Paperback book counters and news-stands	_____	(1) • 43
Magazines and news-paper subscriptions	_____	(1) • 44
Book stores	_____	(1) • 45
Book clubs	_____	(1) • 46
Other	_____	(1) • 47

28. If you have used this library for at least 5 years indicate how you feel it has changed since 1959-60.
Have not used this library for 5 years _____ (1) • 48

	(1) Better	(2) Same	(3) Worse	
Supply of fiction you enjoy	_____	_____	_____	• 49
Supply of non-fiction you enjoy	_____	_____	_____	• 50
Prompt provision of recent popular books	_____	_____	_____	• 51
Information resources for quick referral	_____	_____	_____	• 52
Availability of materials from other libraries when what you need is not in this library	_____	_____	_____	• 53
Ability of staff to help you find material	_____	_____	_____	• 54
Special programs for adults and children	_____	_____	_____	• 55
Cooperation with community groups and agencies	_____	_____	_____	• 56
Comfort and convenience of library quarters	_____	_____	_____	• 57
Convenience of hours open for service	_____	_____	_____	• 58

0492

State Education Department
University of the State of New York
Albany, New York

Children's Questionnaire

The State Education Department is making a user survey of this library. Your cooperation is requested in filling out the attached questionnaire. Most of you will receive only the very short questionnaire at the bottom of this page. A random sample of one person in ten will find additional sheets attached which we would like to have you fill out if you receive it. This goes into more detail on the kind of person you are and the way you use the library. Please fill out the questionnaire even if you have filled it out before because each visitor, even a repeat visitor, is a user and should be in our sample.

		Check	Office use only Card 1
1. Have you already filled out one of these questionnaires?	Yes	_____	(1) - 13
	No	_____	(2)
2. Are you	Boy	_____	(1) - 14
	Girl	_____	(2)
3. What grade are you in school?	2	_____	(1) - 15
	3	_____	(2)
	4	_____	(3)
	5	_____	(4)
	6	_____	(5)
	7	_____	(6)
	8	_____	(7)
	Beyond 8	_____	(8)
4. Where do you live?	In Town of Bethlehem	_____	(1) - 16
	Rest of Albany County	_____	(2)
	Outside Albany County	_____	(3)

5. Why did you come to the library today?
(Check all that apply)

To look at books	_____	(1) - 17
To borrow books to read for fun	_____	(1) - 18
To get an answer to a question	_____	(1) - 19
To do homework	_____	(1) - 20
To get books or information to help in a hobby	_____	(1) - 21
To get books or information for a school assignment	_____	(1) - 22
To attend a story hour	_____	(1) - 23
To meet friends	_____	(1) - 24

6. Did you get what you came for?	Yes	_____	(1) - 25
	No	_____	(2)
	Partially	_____	(3)

7. How old were you on your last birthday?

6 or under	_____	(1) - 26
7	_____	(2)
8	_____	(3)
9	_____	(4)
10	_____	(5)
11	_____	(6)
12	_____	(7)
13	_____	(8)
Over 13	_____	(9)

8. Does yourschool have a library from which you can borrow books to use at home?

Yes	_____	(1) - 27
No	_____	(2)

9. How far do you live from this library?

Within 1 mile	_____	(1) - 28
1-5 miles	_____	(2)
6-10 miles	_____	(3)
Over 10 miles	_____	(4)

10. How did you get to this library today?

On foot	_____	(1) - 29
By car	_____	(2)
By bus	_____	(3)
By bicycle	_____	(4)
Other	_____	(5)

11. Did you come to the library from?

Home	_____	(1) - 30
School	_____	(2)
Playground	_____	(3)
Shopping trip	_____	(4)
Other	_____	(5)

12. When was the last time you came to this library before?

This is the first time	_____	(1) - 31
Within 1 week	_____	(2)
Within 2 weeks	_____	(3)
Within 1 month	_____	(4)
Within 6 months	_____	(5)
Within 1 year	_____	(6)
Over 1 year	_____	(7)

13. How many minutes have you been in this library today?

Less than 15	_____	(1) - 32
16-60	_____	(2)
Over 60	_____	(3)

14. How many books are you taking home?

0	_____	(1) - 33
1-2	_____	(2)
3-4	_____	(3)
5-6	_____	(4)
More than 6	_____	(5)

15. About how many books do you read in a month?

0	_____	(1) - 34
1	_____	(2)
2	_____	(3)
3-5	_____	(4)
6-10	_____	(5)
11-20	_____	(6)
Over 20	_____	(7)

16. Did a librarian try to help you find books or information here today?

Yes	_____	(1) - 35
No	_____	(2)

17. Did you use books or magazines in the adult library today?

Yes	_____	(1) - 36
No	_____	(2)

18. Did you enjoy yourself here?

Yes	_____	(1) - 37
No	_____	(2)
Part-time	_____	(3)

(On the next four questions, 19-22, fill in as many boxes as you need to in order to give a complete answer.)

19. Why did you come to this library today? (Check all that apply)

To look at books	_____	(1) - 38
To get books to read for fun	_____	(1) - 39
To get books for someone else	_____	(1) - 40
To get an answer to a question	_____	(1) - 41
To do homework	_____	(1) - 42
To get books for information for my school assignment	_____	(1) - 43
To get books for information to help in my hobby	_____	(1) - 44
To attend a program or a meeting	_____	(1) - 45
To meet friends	_____	(1) - 46

20. What did you do in this library today? (Check all that apply)

Read for fun	_____	(1) - 47
Looked in encyclopedias	_____	(1) - 48
Took notes from information in library books	_____	(1) - 49
Studied, using my own books and notes	_____	(1) - 50
Used the card catalog	_____	(1) - 51
Chose books to read at home	_____	(1) - 52
Chose books for someone else	_____	(1) - 53
Talked to the librarian	_____	(1) - 54
Talked to friends	_____	(1) - 55
Attended a program or meeting	_____	(1) - 56

21. Who came to this library with you today? (Check all that apply)

Nobody	_____	(1) - 57
Friend	_____	(1) - 58
Younger brother or sister	_____	(1) - 59
Older brother or sister	_____	(1) - 60
Mother or father	_____	(1) - 61
Other adult	_____	(1) - 62

22. Who helped you fill out this form?

Nobody	_____	(1) - 63
Librarian	_____	(1) - 64
The person who gave it to me	_____	(1) - 65
Friend or brother or sister	_____	(1) - 66
Mother or father	_____	(1) - 67
Other adult	_____	(1) - 68

Appendix C

Methodology for Computation of Population Projections

In an effort to solve the problem of future use, the evaluation team again resorted to the U.S. Census of 1960, this time as a basis of departure for estimating population distribution by age groups for succeeding 5-year periods from 1960 to 1985.

Since the census divides the population in age spans of 5 years (25 to 29, 30 to 34, etc.), the population in these age groups or cohorts can be transferred in 5-year jumps from 1960 to 1985. In this manner, those who are age 25 to 29 in 1960 become the population age 30 to 34 in 1965 and are the number of people age 50 to 54 in 1985. Thus the population under 5 years of age as reported in the 1960 census forms the cohort age 25 to 29 in 1985; when all cohorts were extended in this fashion, an approximation of the number of inhabitants in each age group for those 25 to 29 and older in 1985 was available.

For ages below 25, the evaluation team assumed an average annual birth rate of 350,000, or 1,750,000 for every 5-year cohort and followed the same pattern of extension. Since this straightforward method of advancing cohorts does not take into consideration migration, or change in fertility or death rates,[1] the cohort estimates were compared with population projections prepared by the Bureau of the Census.[2]

The census report lists four different population projection series based on differing fertility rates. When the population distribution by age cohorts in 1985, as prepared by the Evaluation Division, was compared with the most conservative of the census population estimates for that year, it was found that the two did not vary by more than 6 percent for any group of cohorts and in some cases the variation was as low as 2 percent. The cohorts as estimated by the evaluation team were adjusted to conform approximately with the Census Bureau projections by increasing or decreasing the cohorts by the percent differences found between the two estimates.

Since the interpretive data found in the Evaluation Division's user survey shows that the degree of library use by adults over 25 years of age is dependent upon the level of educational attainment, it was necessary to be able to define the population of 1985 in terms of years of school completed. Having found a workable estimate of the number of persons in the various age groups by the method described above, a similar method was applied to find a starting point for a projection of the distribution of college graduates in 1985. By advancing cohorts for all ages over 25, the group age 25 to 29 in 1960, for which a distribution by education level is available from the U.S. Census, becomes in 1985 age cohort 50 to 54. For this group and for all cohorts older than 50, a distribution by educational attainment is thus readily available.

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[1] A rough correction for mortality loss was made by dropping those age 75 and over from the projection totals.

[2] *Current population reports*. Washington, D.C. U.S. Department of Commerce, Bureau of the Census. Series p-25, No. 326. February 7, 1966.

To arrive at an estimate of level of education for those who will be under age 50 in 1985, the number of college graduates age 25 to 29 in 1960 was again used as a basis for prediction and again the estimates derived on the basis of census data is essentially conservative when compared with the actual number of graduates through 1965 as reported by the Bureau of Statistical Services of the New York State Education Department. However, since the basic assumptions used in the population projections as presented by the evaluation team rested on the 1960 census data, it was felt that any breakdown by education level must follow a pattern consistent with this basic information. Therefore, the ratio of college graduates as reported by the census to the actual number of graduates for 1960 as reported by the Bureau of Statistical Services was computed and the projection for 1965 was made from this since the number of actual graduates in 1960 was a known figure.

For projections beyond actual available data, the evaluation team turned to forecasts made by the State Education Department.[3] This report provided charts showing undergraduate enrollment predictions 1960 to 1980. The number of graduates for 1965 as estimated by the ratio of the 1960 census to the actual number of 1960 graduates was then used to form a new ratio with the enrollment projection as presented in the Regents Report. This new ratio then formed the basis for prediction of the number of college graduates in each 5-year period up to 1985. The number of persons completing 1 to 3 years of college was calculated as a percent of those completing 4 or more years of college, following the proportional distribution of the 1960 census.

The Regents plan also included a chart predicting the number of high school graduates from 1960 to 1978. By projecting the trend of this chart to 1985, an estimate of the number of persons graduating from high school in each 5-year period could be made. After deducting those who attended college, the number of persons with a high school education was obtained. The remaining group that completed the total cohort number for a particular age group became the number of persons with less than a high school education. (Table A which follows shows the final breakdown of the cohorts as projected for 1985.)

Once the population projections by age and education level have been completed, library use can be estimated by application of the percent of use figures derived from the user survey estimates of the percent of persons in a given category who will use the library in one week.

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[3]*The Regents statewide plan for the expansion and development of higher education, 1964.* Albany, New York. The University of the State of New York, The State Education Department, 1965.

TABLE A

Population Projections 1960-1985
Total Population New York State
(amounts in thousands)

Age	1960	Educational Attainment				1985[a]	Educational Attainment			
		Under High School	High School	1-3 Yrs College	4 Yrs. + College		Under High School	High School	1-3 Yrs College (b)	4 Yrs. + College
Under 5	1 691					1 780				
5- 9	1 527					1 780				
10-14	1 410					1 780				
15-19	1 097					1 780				
20-24	934					1 775				
(Total 5-24)	4 968					7 115				
25-29	1 023	376	378	126	143	1 718	253	640	390	435
30-34	1 165	486	404	121	154	1 552	197	650	330	375
35-39	1 217	523	442	116	136	1 433	218	645	270	300
40-44	1 144	583	355	98	108	1 114	154	530	200	230
45-49	1 118	676	252	90	100	880	132	430	150	168
50-54	1 042	686	188	79	89	970	323	378	126	143
55-59	950	684	141	61	64	1 100	421	404	121	154
60-64	806	614	104	45	43	1 140	446	442	116	136
65-69	667	538	70	31	28	1 210	649	355	98	108
70-74	484	401	46	19	18	1 180	738	252	90	100
75+	508	421	51	18	18					
Total 25 and Over	10 124	5 988	2 431	804	901	12 297	3 531	4 726	1 891	2 149

(a) Cohorts in groups 25 years and over adjusted to conform with *Current population reports* data. (See footnote 2, p. C-1.)

(b) Estimated at 89 percent of college graduates to conform to ratio of these two groups as shown by 1960 U.S. Census.

Appendix D

Method Used to Compute the Intensity of Use of a Library

The intensity of use of a library may be defined as the number of people in a political subdivision who visit a library expressed as a percent of the total population of that community. By determining the level of educational attainment of the library users, the intensity of use within educational categories also can be obtained.

The U.S. Census gives the number of inhabitants in a community broken down for those over 25 years of age by sex and number of years of school completed. Thus, if a library serves a community of 10,000 people and 250 of them use the library during the time of a survey, the intensity of use for the community as a whole would be the percent the users are of the total community or 2.5 percent. This figure can be refined by using the further breakdown of sex, age, and number of years of school completed for those over 25 years of age. These dimensions can be included in the survey data so that for each level of educational attainment for male and female, a census figure and a survey figure can be found. When these two pieces of information are put together as in Table D-1, the percent of use for each category can be found. Thus, the number of males over 25 years of age who had completed high school and who visited the library (25) is 3.12 percent of the total number of male high school graduates (800) living in the area the library is chartered to serve.

The same method can be used for those who reside in the county outside the political subdivision for which the library is chartered to serve, by subtracting the population of the subdivision from the county population which is also available in the U.S. Census.

Table D-1
Sample

Educational Attainment	U.S. Census Age 25 and Over (7500 persons)		No. of Persons Visiting Library (Survey Data)		Intensity of Library Use	
	Male	Female	Male	Female	Male	Female
8 Years or Less	725	775	7	6	.96	.77
9-11 Years	1 350	1 275	14	16	1.04	1.25
High School	800	1 150	25	35	3.12	3.04
1-3 Years College	375	300	20	30	5.33	10.00
4+ Years College	450	300	40	50	8.89	16.67

Since library users under 25 years of age are mostly students, the factor of their educational attainment level was not used since it varied from year to year. Therefore the total number, ages 5 to 25, living in a particular community was found in the census and an intensity of use rate was found for the group as a whole. This was further categorized by sex.

Using the community of 10,000 referred to above, the following computation can be made.

Table D-2
Sample

	U.S. Census Age 5 to 25 (2000 persons)	No. of Persons Visiting Library (Survey Data)	Intensity of Use
Male	980	50	5.10
Female	1 020	75	7.35

In some smaller communities, it is not possible to find data in the census which define the population by age, sex, and educational level. However, the New York State Department of Commerce provides data for communities such as these within the State.[1] Persons with various levels of educational attainment over 25 years of age are expressed as a percent of the population in a community. These percents can be used to find the number of persons in each educational category, but no separation can be made between male and female. The census figures can be used for the under 25 age group and permit computation according to sex.

For those libraries chartered to serve a school district, adjustment can be made to relate the census figure to the school district population. This can be done by finding the percent the school district is of the town population and multiplying the town figure by this percent to adjust for the school district population.

Assuming a school district population of 12,000 for the town of 10,000 (used in the previous illustration, Table D-1) and multiplying the town population figures by 120 percent an amended population (Table D-3) is available for the school district. The "intensity of use percents" can be computed from these figures in the manner used when the town and "chartered to serve" area are coterminous. The adjusted populations can be subtracted from county populations for each category to find use intensity in the rest of the county.

Table D-3
Example

Educational Attainment	U.S. Census Town Population Age 25 and Over (7500)		Adjusted Population School District Age 25 and Over (9000)	
	Male	Female	Male	Female
8 Years or Less	725	775	870	930
9-11 Years	1 350	1 275	1 620	1 530
High School	800	1 150	960	1 380
1-3 Years College	375	300	450	360
4+ Years College	450	300	540	360

[1]See footnote 5 in text.